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BULLETIN

State Teachers College

FREDERICKSBURG, VIRGINIA



Summer Quarter

1925

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*Corinthian Columns of Monroe Hall, taken and developed by the
Art Department of the Fredericksburg State Teachers College.*

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FREDERICKSBURG, VIRGINIA

Summer Quarter

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First Term: June 15-July 24
Second Term: July 27-August 29

RICHMOND, VIRGINIA
THE WILLIAM BYRD PRESS, INC.
1925

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The State Teachers College at Fredericksburg is supported by the State of Virginia in order that the young women of Virginia may have opportunity for preparation as teachers and home builders.

The summer quarter is as follows: First term, June 15-July 24; second term, July 27-August 29.

The winter session begins about September 20.

Any one interested in either the summer session or the regular winter session, may secure full information, catalog, etc., by writing

A. B. CHANDLER, JR., *President*,
Fredericksburg, Va.

Summer Quarter

OFFICERS

A. B. CHANDLER, JR.
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School Nurse

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ANNIE G. CLARKE
Superintendent Laundry and Postoffice

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Faculty

A. B. CHANDLER, JR., B. A., M. A.

PRESIDENT

Preparatory Education in Virginia Midland and Bowling Green Academies; B. A. and A. M., University of Virginia; Teacher in Locust Dale Academy; Miss Ellett's School for Girls; Special Student in Law, Washington and Lee University; Principal Clifton Forge Graded and High School; Principal in Richmond Public Schools; Professor English in Virginia Mechanics' Institute; Conductor of State Summer School at Fredericksburg; State School Examiner; Author Virginia Supplement to Frye's Grammar School Geography; Editor of School Page of News-Leader; Dean Fredericksburg State Normal School, 1911-1919; Co-Editor Virginia Journal of Education, 1918-1919; President Fredericksburg State Teachers College, May, 1919—.

BUNYAN Y. TYNER, B. A., M. A.

DEAN, AND EDUCATION

Preparatory Education in Buies Creek Academy and Business College, North Carolina; B. A., Wake Forest College; M. A., Columbia University, with Special Diploma in Education; Teachers' College; Teacher in Public Schools of North Carolina; Instructor in Buies Creek Academy Summer School; Principal the Wingate High School of North Carolina; Graduate Student, Teachers' College, Columbia University, Summer Session 1919; Fredericksburg State Teachers College, 1912—; Professor in Education, Wake Forest College, Summer Session 1921—; Dean and Registrar Fredericksburg State Teachers College Summer Quarter, 1922—.

CLYDE BUSBY, B. S., M. A.

EDUCATION

Graduate State Teachers College, Kirksville, Mo., with B. S. Degree; M. A., Teachers College, Columbia University, majoring in Education; Assistant Professor of Education, College of William & Mary, two summers; Principal in Richmond City Public School system; Professor Education Fredericksburg State Teachers College, Summer 1924.

W. N. HAMLET, C. E.

MATHEMATICS AND SCIENCE

Educated in Public Schools of Lynchburg; C. E. of V. M. I.; Special Courses in Science and Mathematics at University of Virginia and Cornell; Principal of Public High Schools at Ashland, Va., and Lonoke, Ark.; Instructor in Science in State Summer Schools; Assistant Principal John Marshall High School, Richmond, Va., and Head of Science Department in same; Professor of Analytical Chemistry in Department of Pharmacy, Medical College, Richmond, Va.; Director Analytical Chemistry in the Medical Department of the Medical College, Richmond, Va.; Fredericksburg State Teachers College, 1911—.

ROY S. COOK, B. S., M. S.

SCIENCE AND MATHEMATICS

Preparatory Education at Miller School, Miller School, Va.; B. S. and M. S., University of Virginia; Instructor in Science and Mathematics, Charlottesville High School; Principal of High School, Accomac, Va.; Fredericksburg State Teachers College, 1916-18; With A. E. F., 1918-19; Fredericksburg State Teachers College, 1919-21; Special Student on Ph. D. Degree, University of Virginia, 1921-25.

WINSTON CARTER BLEIGHT, M. A.

MATHEMATICS

A. B., Washington and Lee University, 1915; M. A., Columbia University, 1920; Principal Public Schools, Williamsburg, Va.; Head of the Department of Mathematics, Newman Manual Training School, New Orleans, La.; Principal of High School, Whaleyville, Va., 1923—.

JAMES MORTON HERRING, A. B., A. M.

SOCIAL SCIENCE

Graduate Penn Argyle H. S., 1912; Lafayette College, 1916-17, 1919-22; A. B. Lafayette College 1922, and A. M., 1924; Columbia University Summer School, 1922; Assistant Professor Social Science, LaFayette College 1922-24; Professor Social Science, Fredericksburg State Teachers College, 1925—.

MARGARET GRIFFEN, M. A.

NATURAL SCIENCE

Graduate Sheldon Public High School, 1907; Iowa State Teachers College, B. A. Degree, 1922; Teachers College, Columbia University, M. A. Degree, 1923; Taught Cherokee Iowa High School, 1916-18, Natural Science and English; Iowa State Extension Summer Sessions, 1916-17; Junior H. S., Des Moines, Iowa, 1918-22; College New Rochelle, New York Summer, 1924, Nature Study; Girls H. S., Paterson, N. J., Biology and General Science, 1924-25; Natural Science, Fredericksburg State Teachers College, Summer 1925—.

J. H. CHILES, C. E.

HISTORY

Preparatory Education in Public and Private Schools of Virginia; Graduate of V. M. I.; Teacher in Private Schools of Arkansas and Virginia; Associate President of Tennessee Female College, Franklin, Tennessee; Principal of Somerset High School, Virginia; Division Superintendent of Schools, Spotsylvania County, Virginia; Vice-President S. T. A., District A, 1920—; Fredericksburg State Teachers College, 1917—.

NELLIE R. KERLIN

READING, GEOGRAPHY, HISTORY

Graduate Pennsylvania State Normal School; Member Summer School Faculty, Fredericksburg State Teachers College for six summers up to 1921; Principal Daniel Elementary School; Newport News, Va.; State Teachers College, Fredericksburg, Va., Summer 1925.

GARLAND LEE STRAUGHAN

GRAMMAR, CLASSICS, HISTORY

Graduate Fredericksburg State Teachers College; Assistant in English and Writing, Fredericksburg State Teachers College, 1918-20; Teachers College, Summer School, 1919; Teacher Hampton High School, 1920-25; Summer School, Fredericksburg State Teachers College, 1925.

FRED M. ALEXANDER, B. A.

EDUCATION

B. A., College of William & Mary; student University of Virginia; Principal of Morrisville High School, 1907-1910; Principal of Orange High School, 1910-1913; Principal of Cape Charles High School, 1913-1916; Secretary Bureau of Extension, University of Virginia, 1916-1917; Instructor, Fredericksburg State Teachers College, Summers of 1912, 1913, 1914, 1923 and 1924; Local Manager, University of Virginia Summer School, Summers of 1915-1919; Chairman of the State High School Course of Study Committee on Mathematics, 1923 revision; Member of Southern Commission on Accredited High Schools; Principal of the Newport News High School, 1917; President State Teachers Association.

ETHEL I. SUMMY, A. B., M. A.

ELEMENTARY SUPERVISOR AND EDUCATION

Graduate City Normal School, Washington, D. C.; A. B. and M. A., George Washington University; Graduate Student Teachers' College, Columbia University, 1918-19; Assistant in Nature Study and Gardening, Wilson Normal School, Washington, D. C.; Primary Demonstration Teacher, University of Tennessee Summer School, 1917; Instructor in Education, University of Virginia Summer School, 1918-19-20; Institute Work in Maryland and Virginia; Elementary Supervisor Fredericksburg State Teachers College, 1920; Fredericksburg State Teachers College, 1922—.

MRS. CHARLES LAKE BUSHNELL, B. A.

DEAN OF WOMEN AND BIBLE

Graduate University of Tennessee, B. A.; Professor of Latin, Reidsville, N. C. High School; Professor of English, Winthrop College; Principal Gwynn School; Dean of Women, Synodical College, Fulton, Mo.; Dean of Women, Fredericksburg State Teachers College, 1921—.

GRACE K. TANNER, A. B., B. S.

HOME ECONOMICS

A. B., Fredericksburg College, 1914; Graduate Fredericksburg State Teachers College, 1915; Teacher Household Arts, Cape Charles High School, 1915-16; Special Student Household Arts, Teachers' College, Summer 1917; Ind. Arts Graduate, Fredericksburg Teachers College, 1918; University of Virginia S. S., 1918; Assistant Household Arts, Fredericksburg State Teachers College, 1916-1922; B. S. Degree, Teachers College, Columbia University, 1925; Advanced Courses for M. A. Degree, Teachers College, Columbia University, 1923-25.

MRS. DALIA L. RUFF

DIETITIAN AND ASSISTANT DEAN OF WOMEN

Educated in Public Schools of Virginia; Graduate State Normal School, Farmville, Va.; Teacher in Public Schools of Virginia, 1906-11; Teacher in High Schools of North Carolina, 1911-18; State Normal College, Greensboro, N. C.; Fredericksburg State Teachers College, 1919-25.

PEARL M. HICKS

PHYSICAL EDUCATION AND HYGIENE

Preparatory Education in Public Schools, St. Joseph's Academy, and Indiana State Normal, Terre Haute, Indiana; Graduate Thomas Normal Training School, Department of Physical Education, Detroit, Mich.; Taught in Public Schools, Indiana and Southwest; Teacher Physical Education, Detroit Public Schools; Physical Director Pennsylvania Training School; Physical Director Fredericksburg State Teachers College, 1920—.

ISABEL MIMS CHAPPELL, A. B.

PHYSICAL EDUCATION

Graduate Confederate College, Charleston, S. C.; Winthrop College, Rock Hill, S. C.; A. B. Graduate, New Haven Normal School of Gymnastics, New Haven, Conn.; Teachers College, Columbia University, Summer Session; Primary Work and Physical Education in Public Schools of S. C. and Conn.; Physical Director, Lucy Cobb, Athens, Ga.; Physical Director, Binford Junior High School, Richmond, Va.; Physical Director, Harrisburg High School, Harrisburg, Ill.; Health and Physical Education, Summer Session, Fredericksburg State Teachers College and University of South Carolina; Athletic Director, Southern Campfire Camp, Bat Cave, N. C.; Instructor in Swimming, Brevard Outing Club, Columbia, S. C.; Fredericksburg State Teachers College, 1924-25—.

INDIE SINCLAIR, B. S.*

PHYSICAL EDUCATION

Graduate Accredited High School; Student Assistant Physical Education, Fredericksburg State Teachers College, 1923-25; Assistant Physical Education, State Teachers College, Summer 1924; Candidate for B. S. Degree, State Teachers College, majoring in Physical Education.

*Candidate for B. S. Degree, June, 1925.

SALLY H. NORRIS, B. S.

PUBLIC SCHOOL MUSIC

Graduate, Fredericksburg High School; Student Fredericksburg College; Graduate Fredericksburg State Teachers College; Teacher for five years in public schools of Virginia; Special Student for two years, Fredericksburg State Teachers College, specializing in Public School Music; B. S. Degree in Education, majoring in Public School Music, State Teachers College, Fredericksburg, June, 1924; Voice Pupil, Jean Trigg, Richmond, Va.; Coach work, Fredericksburg, Va., 3 years; Assistant Music, State Teachers College, Fredericksburg, Va., 1924—.

BESS A. HUEY

ASSISTANT IN MUSIC

Graduate in Piano, Marshall College, Huntington, W. Va.; Graduate Cornell University, Music Department; Student Cincinnati Conservatory; Piano Ernest Kroeger, St. Louis, Mo.; Voice, Jean Trigg, Richmond, Va.; Supervisor of Music, Norton, Va.; Supervisor of Music, Clendenin, W. Va.; Supervisor of Music, Matoaka, W. Va.; Assistant in Music, Fredericksburg State Teachers College, 1924-25.

NORA C. WILLIS

INSTRUMENTAL MUSIC—PIANO

Educated in Public School of Fredericksburg; Graduate of Piano, Harmony, and Theory of Music, Fredericksburg College; Pupil of Jacob Reinhardt, Richmond; Piano Teacher in Williamson Presbyterian Academy; Piano Teacher in Woman's College, Richmond; Summer Work at Cornell University; Special Student Hollis Dann, 1924; Fredericksburg State Teachers College, 1911-25.

MRS. SYDNEY C. SWANN

PIANO AND VOICE

Assistant Supervisor of Public School Music, Richmond, Va.; Choir work, Richmond, Va.; Organist and Choir Director, Birmingham, Ala.; Exponent of Progressive Series of Piano Lessons and Theory; Pupil of Hollis Dann Music School, West Chester, Pa.; Voice pupil of Frances West Reinhardt, Richmond, Va.; Teacher of Music, Richmond City Normal School; Piano and Voice, Fredericksburg State Teachers College, Summers 1923-1924.

J. LOUISE LEWIS

FINE AND INDUSTRIAL ARTS

Full Diploma and Industrial Arts Diploma, Fredericksburg State Normal School, 1915; Teacher of Fine and Industrial Arts in the Glen Allen Graded School, Virginia, 1915-16; Assistant Fine and Industrial Arts Department, Fredericksburg State Normal School, 1916-20; Student of Fine and Industrial Arts, Teachers' College, Summers of 1917, 1918 and 1922; Teacher of Drawing in Farmville State Normal School, 1920; Student of Fine and Industrial Arts, Teachers' College, Session 1920-21; Fine and Industrial Arts, Fredericksburg State Teachers College, 1921-24; Candidate M. A. Degree, Teachers College, 1925.

LEAH A. LEWIS, B. S.

ASSISTANT FINE AND INDUSTRIAL ARTS

Graduate Callao High School; B. S. Degree, State Teachers College, Fredericksburg, June, 1924; Teacher Portsmouth Public School, January to June, 1922; Assistant Industrial Arts, Summer Quarter, 1924, and Session 1924-25.

OLIVE GARRISON, B. S., M. A.

FINE AND INDUSTRIAL ARTS

Graduate Yonkers High School, N. Y.; B. S., M. A., Teachers College, Columbia University; Teacher in Fine Arts, Detroit Public Schools, and State Teachers College, Cape Girardeau, Missouri; Assistant in Fine and Industrial Arts, State Teachers College, Fredericksburg, Va., 1923—.

AILEEN C. TURNER, B. S., A. M.

ENGLISH

Graduate of Columbia College, Columbia, S. C.; Graduate of George Peabody College for Teachers, 1917; B. S. Degree; Graduate Student, George Peabody College for Teachers, 1918, A. M. Degree; Graduate Student, Columbia University, New York City, 1923-24; Head English, State Teachers College, Fredericksburg, Va., 1918-1919; Instructor, North Carolina College for Women, 1919-1923; Instructor Winthrop College, Rock Hill, S. C., 1924-25.

VAN GREENLEAF, PH. B.

ENGLISH

Graduate Kentucky State Teachers College, Richmond, Kentucky; Ph. B., University of Chicago; Graduate Student, University of Chicago; Graduate Student, Columbia University; Teacher, Kentucky State Normal School, 1915-1921; Gunston Hall, Washington, D. C., 1921-1922; Present position, Head of the Department of English and Acting Head of Collegiate School for Girls, Richmond, Va.; Instructor English, Summer Quarter, Fredericksburg State Teachers College, 1925—.

KATHERINE E. JESSUP, A. B.

ENGLISH

Preparatory Education, Buckhorn High School, Virginia; A. B., Meredith College, Raleigh, N. C.; Columbia University Summer Sessions, 1919 and 1921; Assistant Principal Buckhorn High School, Virginia; Teacher English, Middleburg, N. C.; Principal of Chowan High School, North Carolina; Principal of LaGrange High School, North Carolina; Supervising Teacher, Junior High Training School, State Teachers College, Fredericksburg, Va.

RUTH GRAY FERRIS

GEOGRAPHY AND ENGLISH

Graduate of High School, St. Croix Falls, Wisconsin; University of Virginia Summer Session, 1917 and 1919; Teacher Virginia Public School, New Kent County, 1917-1918; Chesterfield County, 1919-1920; Graduate Fredericksburg State Teachers College, 1922; Teacher of 8th Grade in City School, Des Plaines, Ill., 1922-1923; Critic Teacher, Lee Hill Rural School, 1923-1924.

MOLLY COATES, B. S.

ASSISTANT REGISTRAR AND SECRETARY TO DEAN

Graduate of Fredericksburg State Teachers College, with B. S. Degree in Commercial Education, 1924; Assistant Registrar and Assistant in Commercial Department, Fredericksburg State Teachers College, 1924-25.

ELIZABETH SULLIVAN MORAN, R. N.

SCHOOL NURSE AND ASSISTANT IN SCIENCE

Graduate Radford High School, 1913; Graduate State Teachers College, East Radford, Va., 1915; Teacher in Public Schools of Virginia, 1915-1917; Graduate Johns Hopkins Hospital School of Nursing, 1920; Head Nurse in the Public and Private Wards Johns Hopkins Hospital, 1920-1922; Certificate in Public Health Nursing, School of Social Work and Public Health, Richmond, Va., 1923; Institutional Nurse and Teacher of Hygiene and School Inspection, Fredericksburg State Teachers College, 1923.

MARION NESBITT

SUPERVISING TEACHER, PRIMARY GRADES

Graduate of South Boston High School; Graduate of Harrisonburg State Teachers College; Summer Course, University of Virginia, 1921; Summer Course, Harrisonburg State Teachers College, 1922; Teacher, South Boston Public Schools; Teacher Richmond Public Schools; Primary Supervising Teacher, Fredericksburg State Teachers College, Summer School, 1924—.

BETTY H. SHORT

SUPERVISOR GRAMMAR GRADES

Graduate of Lawrenceville High School; Graduate of Farmville State Teachers College; Summer Course, University of Virginia; Summer Course, Teachers College, N. Y.; Assistant Principal, Charlie Hope High School; Principal, Ebony High School; Principal, Buckhorn High School; Sixth Grade Supervising Teacher, Fredericksburg State Teachers College; Seventh Grade Supervising Teacher, Fredericksburg State Teachers College; Supervising Teacher, Junior High Training School, State Teachers College, Fredericksburg, Va., 1923-25.

Additions to the above faculty are to be made as follows: Professor of Natural Science; Professor Elementary Education; Professor of Science; Professor Fine and Industrial Arts.

The Summer Quarter

The 1924 Legislature changed the name of the State Normal Schools to Teachers Colleges. Our legal name is
"State Teachers College, Fredericksburg, Va."

The essential facts in a nutshell pertaining to the organization and courses of study of the State Teachers College at Fredericksburg for the summer of 1924 have been set forth in a special bulletin issued by this college February, 1925, entitled "Summer School—Winter School Announcements." In order that prospective students may at once have a grasp of the scope of our Summer Quarter work, the material in the bulletin referred to is quoted below:

1. The Summer quarter begins Monday, June 15th. The first term of the quarter closes Friday, July 24th. The second term begins Monday, July 27th, and closes Saturday, August 29th. The first term runs for six weeks with classes five days per week and the second term runs for five weeks with classes six days per week. Both terms together constitute the summer quarter. This quarter is of equal dignity and value with any other quarter of the College.

2. The following courses are offered:
- (a) The first, second and third quarters of the regular first year work, leading to the Elementary Certificate.
 - (b) The first, second and third quarters of the regular second year work, leading to the Normal Professional Certificate.
 - (c) Professional courses leading to the Special Certificate to cover such subjects as Home Economics, English, History, Mathematics, Science, leading to teaching in the Junior and Senior high schools. Courses leading to the Special Certificate are on the six weeks or term basis, rather than the quarter basis. Each of these courses receives credit of one college hour. A student may complete three college hours in one term or six college hours in two terms, or the summer quarter.
 - (d) Various professional courses, including courses in Primary, Grammar Grade and High School Methods and in Tests and Measurements, for the renewal or extension of certificates of all grades.

- (e) Review courses for first grade certificate. All these courses are offered the first term and repeated the second term. The first grade course may be divided into two or three parts.
 - (f) Practice teaching provided.
3. Credit will be given those who have completed all or part of the old Elementary courses.
 4. A former Normal School graduate or partial College graduate may take advanced courses as listed under 2 (c) above, leading to the Special Certificate and the B. S. or B. A. Degree.
 5. This college will receive men as students for the summer quarter who may board in the city and attend as day students.
 6. Graduates of any age of accredited public or private high schools and holders of first grade certificates who are at least 20 years of age are eligible for the professional courses.
 7. Mature young women of twenty years or more may enter as special students for professional courses under conditions which will be made known on request.
 8. Graduates of non-accredited high schools, in order to enter for professional courses, must pass the entrance examination given by the State Board of Education held in the several counties and cities during the month of May.
 9. Any eligible student may graduate from the two-year curriculum of the college and receive its diploma on completing six quarters of work, any number of which may be taken during summer quarters.
 10. Holders of first grade certificates are strongly advised to professionalize their certificates by attending the Teachers College either in summer or winter quarters.
 11. The dormitories are reserved for the accommodation of students taking professional courses. Students taking review courses for first grade certificate will be accommodated in suitable private homes in the city. Students not eligible for professional courses will take the review course.
 12. Summer quarter catalog ready March 15th, Winter School catalog ready April 1st. Either will be sent on request. *Be sure to indicate the one you want.*
 13. EXPENSES—Room, board and laundry, first term, \$34.50; second term, \$28.75; registration and maintenance fees for first term, \$4.00; second term, \$4.00; medical fee for first term, 50 cents; second term, 50 cents. No tuition for Virginia teachers. Tuition for non-residents and those not promising to teach, first term, \$5.00; second term, \$5.00.

LOCATION OF SCHOOL

The Fredericksburg State Teachers College occupies about sixty acres on the celebrated Marye's Heights. The student of history will recognize this location as one of the most historic spots in America. It was for the possession of these heights that the great battle of Fredericksburg was fought in December, 1863. At the foot of this hill is the old Sunken Road that figured so conspicuously in this battle.

The school is located on one of the most elevated points in Tidewater Virginia, and commands a magnificent view of Stafford Heights and the Rappahannock Valley.

The scene from the school on a clear day is one of the most inspiring and beautiful in the State.

A most attractive feature of the school grounds is a beautiful grove of about ten acres. This grove contains many varieties of our native trees and offers a delightful park for the students.

The topography of the campus is sufficiently rolling to render it in every way attractive. In the center of the grounds is a spring of pure water that enjoys an enviable local reputation.

The elevation of the school is such as to give at all times pure air.

The corporate limits of the city of Fredericksburg adjoin the school grounds. A splendid driveway and concrete sidewalk connect the school with the city. The students have ample opportunity for church attendance, shopping and sightseeing.

BUILDINGS

The buildings are of classic types of architecture, convenient, large and handsome. Every student's room is well lighted and ventilated and is furnished in mission style and contains stationary washstand with hot and cold water, dresser, center table, single beds, electric lights and two large inlet wardrobes. There are four Dormitories—Virginia Hall, Frances Willard Hall, Betty Lewis Hall, and the Mitchell Residence.

The dining room is large and splendidly lighted. The kitchen is supplied with every convenience and modern sanitary requirement. The stairways are constructed of fireproof material.

The magnificent administration building is a spacious, thoroughly ventilated building with recitation rooms, gymnasium, swimming pool, rest room, post office and auditorium. This is one of the coolest and best ventilated buildings for summer work in Virginia.

The laboratory equipment in the various departments is unexcelled for summer school students.

In the library may be found about eight thousand volumes of selected works bearing on all phases of study for summer

school teachers and on the tables may be found the current magazines and newspapers, all of which are placed at the disposal of the summer school.

In connection with the dormitories the school conducts an up-to-date laundry for the summer school students.

This service is included in the cost for board.

The buildings and grounds are all lighted by electricity.

REDUCED RAILROAD FARE

Application has been made for reduced railroad rates for students attending the Summer School for either the first or second term on the identification certificate plan. The reduced rates will be given by the railroad companies. Identification certificates will be sent out before the date of opening to all students who will come by railroad and who write in advance for the certificate. Application should be made to the Director of the Summer Quarter not later than June 10th for those attending the first term and July 20th for those attending the second term.

ACCOMMODATIONS IN PRIVATE HOMES

A number of students may be accommodated in private homes in the city. Such students may take their meals in the dining hall of the school if they so desire.

A list of homes will be sent on request, with prices. Students should correspond directly with the individual homekeepers and make their own contracts.

FREDERICKSBURG

This beautiful little city of about eight thousand people is one of the cleanest, most progressive and prosperous cities of its size in the South.

It is an ideal home city, having within its confines a people noted for their hospitality, neighborly kindness and respect for the best in social ideals.

In the matter of historical associations, it is one of the oldest and most interesting in America. It was founded in 1727, and named for Frederick, Prince of Wales, father of George II. It is advertised by the Chamber of Commerce as "the most historic city in America."

It was here that George Washington came as a youth and grew to young manhood. Here his mother lived, died and is buried. Over her the devoted women of America have erected an imposing shaft.

It was in this historic city that Washington was made a Mason. Everywhere in the city we find something associated

with his life and influence and his spirit still lives in the patriotic thinking of the people.

Here is found Kenmore, the beautiful home of Colonel Fielding Lewis, who married a sister of Washington; the old Rising Sun Tavern, the resort of many of the notables of General Washington's day; the old house to which James Monroe held a pocket deed to qualify him for a seat in the House of Burgesses; the home of General Hugh Mercer, who was killed at the battle of Princeton; the only home that John Paul Jones ever had in America, and from which he went to establish the American Navy; the law offices of James Monroe; the birthplace and home of Commodore Matthew F. Maury, the man who has received perhaps more recognition from the scientific world than any other American, and many other places associated with the early history of our country.

No place in America is more closely identified with the history of the War Between the States than Fredericksburg and the country adjacent. Here within a radius of fifteen miles was spilled, perhaps, more blood during this war than upon any equal area at any time on the face of the globe up to the recent world war. Any lover of history must be delighted with a visit to Fredericksburg. The scenery in and around the city is beautiful, the climate unsurpassed, the water supply pure and abundant, and the health record is equal to that of any city in Virginia.

RAILROAD AND BUS CONNECTIONS

Fredericksburg is situated on the Rappahannock River, one hundred and twenty-five miles from Chesapeake Bay, and a pleasant ride from the capital of the United States and the capital of Virginia. Several railroads center here—the Richmond, Fredericksburg and Potomac; the Potomac, Fredericksburg and Piedmont; the Seaboard Air Line; and the Atlantic Coast Line.

There are about fourteen trains arriving in Fredericksburg over these lines from Richmond and a like number from Washington every day. These trains make connection at Richmond and Washington for all points and at Alexandria for all points on the Southern Railroad; at Doswell for all points on the Chesapeake and Ohio Railroad. The Potomac, Fredericksburg and Piedmont has one train a day to and from Orange Court House, where connection is made with the Southern and C. & O.

Bus lines run daily between Fredericksburg and Orange, Center Cross, Warsaw and Culpeper.

WHEN YOU ARRIVE

When you arrive, take a jitney to the College. On arriving at the school, give your trunk check to the Dean of Women,

who will have your trunk taken promptly to the school. Teachers will pay their own livery service, the charge for which is moderate—25c for passenger, including suit case, and 35c for trunk. Every trunk should be plainly marked with the student's name. This is important.

ATHLETIC FIELD

The State Teachers College at Fredericksburg has been designated by the Board of Virginia Teachers Colleges to offer four year B. S. Degree Courses in (1) Public School Music and Supervision, (2) Fine and Industrial Arts and Supervision, (3) Commercial Education, (4) Physical Education and Playground Activities, (5) College Academic Subjects.

In order to prepare fully for the Physical Education Course, this College has constructed a standard athletic field consisting of a fifth-mile running track and jumping pits, the space between the track being levelled and grassed and used for field hockey, mass games and plays and other outdoor athletic activities. This field also serves, in harmony with the plan of the State Department of Public Instruction, as one of the athletic centers for the finals in high school meets for the high schools of some twelve or fifteen counties convenient to this center.

NEW OPEN AIR THEATRE

This College has constructed a new open air theatre in its beautiful grove to seat 800 persons. The material used is reinforced concrete. The theatre is used for plays and concerts, May Day and Commencement Exercises, and various types of student activities both during the Summer Quarter and in the Fall and Spring Quarters. Certain Summer School classes may be scheduled at the open air theatre. A picture of the theatre is shown in this catalog.

TEA ROOM—"THE LITTLE RED LANE"

The Tea Room, named by the students "The Little Red Lane," has been for two years open to the students and the public. This is a beautifully appointed room and is a very popular resort for both students and faculty. It is operated for the benefit of the proposed Student-Alumnae Building, under the direction of the Home Economics Department. It is located in the rear basement of Willard Hall. This room will be operated during the Summer Quarter.

DEVOTIONAL EXERCISES

A certain period is devoted every day to chapel exercises in the auditorium. All students and members of the faculty are expected to attend these exercises.

In the city of Fredericksburg regular services are held in the Baptist, Episcopal, Presbyterian, Methodist, Christian and Catholic Churches. The students of the Summer School are earnestly invited to attend these services. They will also receive a most cordial welcome to the Sunday Schools of the various churches.

THE FACULTY

The members of the faculty are all experienced teachers and are in touch with the educational work and needs in the State.

The faculty is composed of heads of departments in the Winter School and other professors in its faculty, supplemented by specialists from other Colleges who have had wide and successful experience in the State and elsewhere in teaching the special subjects assigned them.

RECREATIONAL AND SOCIAL FEATURES

A varied program of recreational and social features is provided for the students of the Summer School which add greatly to their contentment and happiness. Among them are the following:

1. *The Great Swarthmore Chautauqua.*

About midway in the first term this great Chautauqua comes for one joyous week, presenting a varied and magnificent series of programs. Season tickets are sold to students of the school for \$3.00. All students are urged to attend the Chautauqua. The school will pay \$1.00 of the cost of the ticket in order to help and encourage every student to attend. Two students may combine in the purchase of a Chautauqua ticket. Be sure to come prepared for this.

2. *Moving Pictures.*

The school owns its own moving picture machine, and a number of pictures, both recreational and educational, will be exhibited for the benefit of the students.

3. *Sight-Seeing Trips.*

The school owns a modern Reo Speedwagon, seating eighteen persons. A number of sight-seeing trips to the nearby battlefields and through the historic city of Fredericksburg will be scheduled, at nominal cost, for the students.

4. *Special Addresses.*

In addition to the scheduled work, special lecturers will appear on our Summer School program from time to time, discussing various educational and sociological problems in which the live teacher ought to be interested.

5. *Glee Club.*

The Music Director will organize a Glee Club, with voluntary attendance, thus providing a splendid opportunity for practice in group singing, and giving training in the organization and conduct of mass singing in the schools. Sings will also be conducted several times during the session.

6. *Story-Telling Hour.*

A story-telling hour will be provided, conducted about twilight on the lawn. This feature should prove both interesting and helpful to prospective teachers.

7. *Outdoor Games.*

The physical education director will give opportunity for mass outdoor games and plays in the late afternoons. The new athletic field will be used for this purpose.

8. *Reception by Faculty.*

During the first week of school the President and Faculty will tender to the whole student body an informal reception, giving all an opportunity to become acquainted and promoting the social spirit.

SCHOOL CALENDAR

First term begins Monday, June 15th.

First term closes Friday, July 24th.

Second term begins Monday, July 27th.

Second term closes Friday, August 29th.

Registration days, Monday, June 15th, and Saturday, July 25th.

Class work begins promptly the second day of the first term, and the first day of the second term (Saturday, July 25th.)

Examinations for first certificate last two days of each term.

Examinations in professional courses at end of each term, or as units of work are completed.

SCHEDULE OF CLASSES

A printed schedule of all classes will be printed and distributed to the students at the opening of the summer quarter.

EXPENSES

	<i>First Term</i>	<i>Second Term</i>
Tuition for Virginia Teachers.....	Free	Free
Registration and maintenance fees for Virginia Teachers.....	\$4.00	\$4.00
Registration and maintenance fees for non-Virginians.....	9.00	9.00
Medical fee.....	.50	.50
Board and laundry.....	34.50	28.75
Board for part of session, per week.....	6.50	6.50
Board for less than one week, per day.....	1.00	1.00

Board includes table board, furnished room in the Dormitory, bed linen, laundry, electric lights, use of bath room, with hot and cold water. Teachers will be expected to keep their own rooms in order. Board begins with dinner Monday, June 15th.

The expenses are as low as it is possible to make them. No reduction will be allowed for absence of less than a week, except on account of illness. This rule will apply for those entering late as well as for those leaving during the session. Students entertaining visitors for meals will be expected to purchase meal tickets. These tickets will cost 25 cents apiece. The laundry will be in operation the second, third, fourth and fifth weeks of the first term, and the second, third and fourth weeks of the second term, and students will be allowed a reasonable number of pieces. Board must be paid upon entrance. Students will furnish their own napkins, towels and soap. Each student should have a laundry bag.

CHARGE FOR DUPLICATE RECORDS

Quarterly reports are made on the work of students, and credits are issued to anyone withdrawing from the College or completing requirements for graduation in any course. Due to the labor involved in issuing these credits a second or third time, a charge of \$1.00 will be made from now on *for duplicate credits* for each time of issuing.

DORMITORY REGULATIONS

All students rooming in the dormitories are expected to be in their rooms when the lights are put out, and to respect the privileges of one another to the extent of keeping the dormitories quiet. They are also expected to conform to all other regulations made in the interest of the students and the College. These regulations will be announced at the opening of the session and at intervals during the session when necessary. After

assignment to rooms students will not change their rooms without permission of the Dean of Women.

Students are expected to use the furniture and equipment without abuse and pay for any unnecessary damage.

GYMNASIUM SUITS

All students in the professional courses who take Physical Education must have a gymnasium outfit. If a student does not already have such an outfit, it may be purchased at the College on arrival at practical cost as follows: Black Poplin bloomers, full plaited, \$2.00; white regulation Lonsdale jean middy, \$1.25; tennis shoes or gymnasium shoes may be purchased at Brown & Crismond's in the city at about \$1.50 per pair.

PRACTICE TEACHING IN SUMMER QUARTER

The practice school is conducted at the College in both primary and grammar grade work and accommodates those second year students whose situation is such that they must have practice teaching during the Summer Quarter. The practice school is under the direction and supervision of the Education Department.

ARRIVE ON TIME

NOTE—Students are urged to arrive in full time to register on the 15th and begin class work on the 16th. *On arriving take a taxi to the school, deliver your trunk check to the Dean of Women and report to her for room assignment. Do this even if you have been previously notified of room number.*

IMPORTANT NOTES

We hope to be able to accommodate in the dormitories all students taking professional courses. Those wishing to live in the dormitories are advised to make application for a room as soon as possible. Under no circumstances will rooms be reserved later than 10:00 P. M., Monday, June 15th, except by special arrangement.

Students who have been exposed to typhoid fever, measles, or other contagious diseases are asked not to attend the school until all danger of contracting the disease has passed.

Students who are exhausted physically or nervously are advised not to attend this or any other summer school, but to spend the summer resting.

If you have any doubt as to the course you desire or are entitled to take, you should at once correspond with the Dean of the Summer School, Mr. B. Y. Tyner, submitting your credits or giving requested information as to your preparation, who, in turn, will take pleasure in giving you accurate information and sound advice.

The dormitories are reserved during the first term exclusively for students taking professional courses. Students taking review courses for first grade certificate may find accommodations in private homes in the city. Such students may be transferred to a dormitory during the second term, provided there are dormitory vacancies.

BRING H. S. CREDITS

Students should bring with them their H. S. credits, certified by their H. S. Principal or Division Superintendent, and turn them over to the Academic Dean of the Summer Quarter as the basis for educational guidance and classification. This is highly important, and will avoid error and delay.

Regulations Governing the Certification of Teachers in Virginia

TEACHER'S CERTIFICATE REQUIRED BY LAW

No teacher may be legally employed by any school board in this State unless he holds a Virginia teacher's certificate or license in full force and effect. The State Board of Education is the only agency empowered by law in Virginia to issue a teacher's certificate. The holder of a certificate is entitled to teach in any county or city of the State such subjects as are endorsed on the face of the certificate until such time as the certificate may expire.

ELIGIBILITY

In addition to the professional requirements described in connection with the various certificates applicants must be at least 18 years of age, except as noted below; must possess high moral character and integrity, and be capable of exerting an influence for good wherever they may be placed; and must present a receipt for poll tax if assessable in Virginia.

TENURE OF CERTIFICATES

No certificates are issued for life, but adequate provision is made for a degree of permanency in the higher grades of certificates (Collegiate Professional and Normal Professional) by issuing them for a period of ten years with the privilege of renewal, subject to the regulations for the renewal of certificates, for periods of ten years.

DEFINITION OF TERMS

College Session Hour.—The State Board of Education measures credit above high school rank by the college session hour. One college session hour's credit is given to a class meeting thirty-six periods of sixty minutes length during a regular school term, or thirty periods of sixty minutes during a summer term. If the subject demands laboratory work, double periods must be given to secure one college session hour's credit. One college session hour is equivalent to two semester hour's credit for a class meeting twice a week for eighteen weeks, or three quarter hour's credit given for a class meeting three times a week for twelve weeks.

High School Unit.—A unit represents a year's study in any high school subject, constituting approximately one-fourth of the full year's work of a high school pupil. With a four-year high school curriculum as a basis, a school year of thirty-six weeks is assumed. In Virginia, a minimum of five forty-minute periods of class work weekly for thirty-six weeks is required. (Manual of Administration for High Schools of Virginia, July, 1924. Page 21).

CERTIFICATES FOR HIGH SCHOOL TEACHERS

COLLEGIATE PROFESSIONAL

The Collegiate Professional Certificate is issued to an individual who holds a baccalaureate degree (B. A., B. S., Ph. B.) conferred by a standard university, a teachers college, an arts college, or a technical college and who has completed at least nine session hours of work in general education teacher-training courses. This certificate permits the holder to teach all subjects in the elementary schools and in the high schools those subjects in which he has credit for six session hours of work in addition to two high school units in the field of specialization. Credit for three session hours of college work will be accepted for two high school units in any subject.

This certificate is valid for ten years and renewable, subject to the regulations for the renewal of certificates, for periods of ten years.

Three years of successful teaching experience may be accepted in lieu of practice teaching, provided at least nine session hour's credit in education in addition to practical experience is offered. This exemption will be granted upon presentation of statements and ratings from the division superintendents and principals under whom the individual has taught during each of the three years.

In accordance with provisions of the West law requiring all teachers in public schools to have training in health and physical education, Physical Education is required, but not as an education subject.

COLLEGIATE

The Collegiate Certificate is issued to an individual who holds a baccalaureate degree (B. A., B. S., Ph. B.) from a standard university, a teachers college, or a technical college and who has completed at least **one session hour in school hygiene, including physical inspection of school children and one and one-half session hours in physical education; one-half session hour's work in methods of teaching physical education is recommended in addition.

The holder is permitted to teach all subjects in the elementary schools and in the high schools those subjects in which he has credit for six session hours of college work in addition to two high school units in the field of specialization. Credit for three session hour's college work will be accepted for two units of high school work in any subject.

This certificate is issued for seven years and is renewable, subject to the regulations for the renewal of certificates, for periods of seven years.

Collegiate Certificates issued since 1918 for a five year period will be extended for two years without condition.

SPECIAL

The Special Certificate is issued on the basis of graduation from an accredited public or private high school or successfully passing standard college entrance examinations and the completion of a minimum of 15 college session hours of work distributed as follows: three session hours in education (specific preparation for teaching in high school) and six session hours in each of two *related subjects. Special certificates in home economics, physical training, commercial subjects, and other subjects in which the instructor supervises the work in more than one room require approximately two years of college work (30 session hours) based on high school graduation. The applicant for the Special Certificate must be at least 19 years of age.

SUGGESTED COURSES FROM WHICH THREE SESSION HOURS IN EDUCATION MAY BE SELECTED

Educational psychology.

Practice teaching.

**School hygiene and physical inspection of school children.

Educational sociology.

High school administration and supervision.

Problems in secondary education.

Special methods in high school subjects.

History of education.

The Special Certificate is issued for six years and is renewable, subject to the regulations for the renewal of certificates, for periods of six years.

*Related subjects may be English and Latin or any foreign language; any two foreign languages; mathematics and science; any two sciences; history and English; history and any other social science.

**In accordance with provisions of West law requiring all teachers in public schools to have training in health and physical education.

CERTIFICATES FOR ELEMENTARY TEACHERS

The Collegiate Professional Certificate and the Collegiate Certificate, in addition to allowing the holders to teach in the high schools, permit the holders to teach in the elementary schools.

NORMAL PROFESSIONAL

The Normal Professional Certificate is issued on the basis of completion of a prescribed two-year course of study in a standard normal school or teachers college which requires for admission graduation from a standard public or private high school, or successfully passing standard college entrance examinations. The progress of studies must cover a minimum of 30 college session hours including the following subjects:

Practice teaching.....	2 to 3 session hours
*Physical education.....	1½ session hours
*Teaching of physical education.....	½ session hour
*School hygiene including physical inspection of school children.....	1 session hour
Penmanship.....	½ session hour
or certificate of proficiency in penmanship.	

Completion of the prescribed two-year normal course in the following Virginia institutions satisfies the requirements for the Normal Professional Certificate: State Teachers College at Farmville, Harrisonburg, Fredericksburg, and East Radford, Virginia Normal and Industrial Institute, Hampton Normal and Agricultural Institute, University of Virginia Summer Quarter, College of William and Mary.

This certificate permits the holder to teach all subjects in the elementary schools. It is issued for ten years and is renewable, subject to the regulations for renewal of certificates, for periods of ten years.

ELEMENTARY

The Elementary Certificate, formerly known as the Elementary Professional Certificate, is issued on the basis of (1) graduation from a standard public or private high school or successfully passing standard college entrance examinations or com-

*In accordance with the provisions of the West law requiring all teachers in public schools to have training in health and physical education.

pletion of the requirements for the *First Grade Certificate and (2) a minimum of 15 college session hour's credit (one year's work in college or normal school as distributed below).†

This certificate permits the holder to teach in the elementary schools; is issued for six years and is renewable, subject to the regulations for the renewal of certificates, for periods of six years.

DISTRIBUTION OF CREDITS

Minimum requirement, 15 session hours.

I. Academic subjects, 3-4 session hours.

1. English.
2. History and social science.
3. Science.

II. Educational subjects:

1. General education, 2-3 session hours.
 - a. Principles of teaching.
 - b. Educational psychology.
 - c. Educational sociology.
 - d. School management.
 - e. Rural school problems.
2. Health and physical education:
 - a. School hygiene and physical inspection of school children, 1 session hour.
 - b. Physical education, 1 session hour.
3. Elementary education, including special methods of teaching the various school subjects, 3-5 session hours.

III. Applied arts, 2 session hours.

Music.

Drawing.

Manual training of industrial arts.

Home economics.

In lieu of the required certificate of proficiency in penmanship, credit for $\frac{1}{2}$ session hour in penmanship may be offered.

NON-PROFESSIONAL COURSES

FIRST GRADE

The First Grade Certificate which may be secured in conformity with either of the following plans is issued for five years and is renewable, subject to the regulations for the renewal of certificates, for periods of five years. To comply with the West law credit for one session hour in school hygiene and physical inspection of school children is required.

1. *College or Normal School Credit Plan*

The First Grade Certificate will be granted upon the presentation of ten session hour's credit, six of which must be in education, provided:

- (1) The credits are secured at a normal school or college which offers the complete program of studies leading to the Elementary Certificate and the subjects are chosen from the program of studies for the Elementary Certificate;
- (2) The applicant is at least 19 years of age; and
- (3) Has completed at least seven months' successful teaching.

A Provisional First Grade Certificate will be granted for a period of one year upon the presentation of five session hour's credit, three of which must be in education, in accordance with the above plan for First Grade Certificate.

2. ***State Examination Plan*

The First Grade Certificate is issued on the basis of the State examination held in the counties and cities of the State each spring and at the State teachers colleges during the summer.

*The holder of a First Grade Certificate who is 20 years of age may enter the course leading to the Elementary Certificate. Upon the completion of the prescribed course, the Elementary Certificate will be issued. To raise such a certificate to the Normal Professional Certificate, it will be necessary for the holder to complete the prescribed two-year course in a normal school or college, and in addition, make up such high school units as are required to meet normal school or college entrance requirements.

†For certificates issued on the partial completion of this course, refer to First Grade Certificate below.

‡This or another of the courses in education shall embrace a detailed consideration of pupil accounting including a study of the records Virginia teachers are required to keep during the school session.

§In lieu of this course applicant may complete the correspondence course in school hygiene and physical inspection of school children offered by the State Board of Health.

**By resolution of the State Board of Education passed January 20, 1924, the First Grade Certificate issued on the basis of examination will be discontinued after December 31, 1926.

The subjects required for the First Grade Certificate are arranged in three parts or groups as given below.

<i>Group I</i>	<i>Group II</i>	<i>Group III</i>
Applicant's Form...10	Grammar.....10	Algebra..... 5
Arithmetic.....10	Virginia History... 5	Classics..... 5
U. S. History..... 5	Civics..... 5	English History... 5
Geography..... 5	Theory..... 5	Agriculture..... 5
Hygiene..... 5	Drawing..... 5	Phy. Geography... 5
Reading..... 5	Spelling..... 5	or
		General Science... 5
—	—	—
40	35	25

To secure a First Grade Certificate the applicant must:

- (1) Be 19 years of age. An applicant 18 years of age is permitted to stand the examination but may not receive a First Grade Certificate until 19.
- (2) Present credits for two years of high school work or the equivalent. Holders of Second Grade Certificates in force at the time of the examinations may pursue the course for first grade.
- (3) Have taught successfully for at least seven months.
- (4) Make an aggregate of 55 points on Groups I, II, and III, listed above. The maximum score is 100 points.

Applicants who attend summer school for at least six weeks before the examinations are held will have the privilege of making a division of the subjects provided the examination is taken on at least two groups of subjects in any summer quarter, and all three groups are completed during two summers. If groups I and II are completed at the end of the first six weeks of summer school, group III may be completed at the end of the second six weeks, or during the following summer.

Applicants who take the examination in the spring are not allowed to make a division of the subjects; they shall complete groups I, II and III at one time.

A *Provisional First Grade Certificate* will be granted to the individual who secures a total of 63.75 points on groups I and II. The maximum number of points in groups I and II is 75. To secure an average rating of 65, therefore, the applicant must get 85% of 75 or 63.75 points.

For further information concerning details of the examinations apply to your division superintendent of schools or to the State Supervisor Certification for a copy of *The Rules and Regulations for the Examination of Teachers*. For information concerning the place of holding the examination apply to your division superintendent of schools.

During the summer of 1925 the examinations will be offered at the following institutions:

State Teachers College, Farmville.
State Teachers College, Fredericksburg.
State Teachers College, Harrisonburg.
State Teachers College, East Radford.

SECOND GRADE

State examinations are no longer held for the Second Grade Certificate. The only basis on which this certificate is now granted is graduation from one of the county training schools, institutions offering high school work, and which maintain departments for training colored teachers.

To comply with the West law, credit for one session hour in *school hygiene and physical inspection of school children is required.

This certificate is issued for two years, and is renewable, subject to the regulations for the renewal of certificates for periods of two years.

EXTENSION AND RENEWAL OF CERTIFICATES

A certificate may be extended or renewed by the State Department of Education subject to the requirements given below. All applications for renewals or extensions should be sent through the division superintendent and be accompanied by his recommendation of endorsement. No certificate should be sent to the State Department of Education for renewal prior to April 1st, or subsequent to September 15th, of the year in which the certificate expires:

1. The holder must have taught for at least half the time for which his certificate was issued.
2. The holder must show that he has read with care and appreciation five books on the Teachers' Reading Course during the life of the certificate and be prepared to make a synopsis of any one of the books named. A statement from the division superintendent showing that the books have been carefully and studiously read may be accepted in lieu of the synopsis. The Reading Course will be mailed by the State Department of Education, upon request.

*In lieu of this course applicant may complete the correspondence course in school hygiene and physical inspection of school children offered by the State Board of Health.

3. In addition to the first and second requirements, the holder must satisfy at least one of the following conditions:
 - a. Take an examination on the two books on education in the reading course for the year in which the certificate expires.
 - b. Present the equivalent of two session hours of college or normal school credit in education or academic subjects or in subjects directly related to the grade work or branches which the applicant teaches.

In lieu of (b) applicants may present credit for the correspondence course in school hygiene and physical inspection of school children offered by the State Board of Health; or complete a recognized extension course in school hygiene.
 - c. The holder must have made some contribution to professional literature by the publication of a book, monograph, or acceptable article which would give proof of seasoned professional thought.
 - d. Extensive travel in the United States or abroad which would serve to improve geographical, historical, or social equipment.
 - e. The applicant must show that he has made a definite and distinct contribution to educational practice in administration, in supervision, or in processes of instruction.

The regulations of the State Board of Education provide that the conditions given under (a), (b), (c), (d), and (e), may not be required of teachers who hold at least a First Grade Certificate and have taught for 24 years.

Expired certificates do not come under these regulations. Such certificates are revived and renewed upon special individual rulings made by the State Department of Education.

Professional Courses

Summer, 1925

COURSE I—PRIMARY—FIRST YEAR

Required:

First Quarter	Second Quarter	Third Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Ed. 101S Psy..... 4	Ed. 122S El. Ed..... 5	Ed. 123S El. Ed..... 5
Eng. 101S Funds... 3	Eng. 102S Comp.... 2	Eng. 103S Gr. Lit... 3
S. Sc. 101S His.-Geo. 2		
Ph. Ed. 101S..... 1.5	Ph. Ed. 102S..... 1.5	Ph. Ed. 103S..... 1.5
Sc. 101S N. Std..... 1.5	Sc. 102S N. Std..... 1.5	H. Ed. 103S Hyg.(6 wks.)
Arts 101S Mus..... 1	Arts 102 Mus..... 1	
Arts 111S F. Arts... 2	Arts 112S F. Arts... 2	

Electives:

	<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Arts 121S Piano..... 2	Arts 122S Piano..... 2	Arts 123S Piano..... 2	
Arts 131S Voice..... 1.5	Arts 132S Voice.... 1.5	Arts 133S Voice..... 2	
	Arts 142S Ind. Arts.. 2		
Bible 101S Hist..... 2	Bible 102S Hist..... 2	Bible 103S Hist..... 2	
	S. Sc. 112S U. S. His. 3	S. Sc. 113S Citiz.... 3	
		Science 103S N. S... 1.5	

Elect up to 15 credits.

COURSE I—PRIMARY—SECOND YEAR

Required:

First Quarter	Second Quarter	Third Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Ed. 201S Soc..... 4	Ed. 202S Soc..... 4	Ed. 203S H. of Ed.... 4
Ed. 211S Pr. Tchg....(12)	Ed. 212S Pr. Tchg....(12)	
Ed. 221S Conf.....(3)	Ed. 222S Conf..... 3	
Eng. 201S Survey... 3	Eng. 202S Survey... 3	Eng. 203S Types.... 3
Ph. Ed. 201S..... 1.5	Ph. Ed. 202S..... 1.5	Ph. Ed. 203S..... 1.5
Arts 251S Appr..... 5	Arts 252S Appr..... 5	Arts 253 Appr..... 5

Electives:

	<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Arts 201SD. & H.... 2	Arts 202S D. & H... 2	Arts 203S D. & H.... 2	
Arts 211S Mus..... 2	Arts 212S Mus..... 2	Arts 213S Mus..... 2	
Arts 221S Piano..... 2	Arts 222S Piano..... 2	Arts 223S Piano..... 2	
Arts 231S Vocal.... 1.5	Arts 232 Vocal.... 1.5	Arts 233 S Vocal.... 1.5	
Bible 201S Lit..... 3	Bible 202S Lit..... 3	Bible 203S Lit..... 2	
Ed. 231S Tests & M. (6 wks.)	Ed. 232S Tests & M. (6 wks.)		
Eng. 211S Cont. L. (6 wks.)	Eng. 212S Cont. L. (6 wks.)	Eng. 213S Cont. L. (6 wks.)	
S. Sc. 201S Anc. H. (6 wks.)	S. Sc. 202S Med. H. (6 wks.)	S. Sc. 203S Mod. H. (6 wks.)	

Elect up to 15 credits.

COURSE II—GRAMMAR GRADE—FIRST YEAR

Required:

First Quarter	Second Quarter	Third Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Ed. 101S Psy..... 4	Ed. 132S El. Ed..... 5	Ed. 133S El. Ed..... 5
Eng. 101S Funds.... 3	Eng. 102S Comp.... 2	Eng. 103S Gr. Lit... 3
S. Sc. 101S His.-Geo. 2		H. Ed. 103S Hyg.(6 wks.)
Ph. Ed. 101S..... 1.5	Ph. Ed. 102S..... 1.5	Ph. Ed. 103S..... 1.5
Arts 101S Mus..... 1	Arts 102S Mus..... 1	Arts 103S Mus..... 1
Arts 111S F. Arts.... 2	Arts 112 F. Arts.... 2	
Sc. 101S N. Std..... 1.5		

Electives:

	<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Arts 121S Piano..... 2	Arts 122S Piano..... 2	Arts 123S Piano..... 2	
Arts 131S Vocal..... 1.5	Arts 132S Vocal..... 1.5	Arts 133 Vocal..... 1.5	
	Arts 142 Ind. Arts... 2		
Bible 101S Hist..... 2	Bible 102S Hist..... 2	Bible 103 Hist..... 2	
	Sc. 102S N. Std..... 1.5	Sc. 103S N. Std..... 1.5	
	S. Sc. 112S U. S. His. 3	S. Sc. 113S Citz.... 3	

COURSE II—GRAMMAR GRADE—SECOND YEAR

Required:

First Quarter	Second Quarter	Third Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Ed. 210S Soc..... 4	Ed. 202S Soc..... 4	Ed. 203S H. of Ed... 4
Ed. 211S Pr. Tchg...(12)	Ed. 212S Pr. Tchg...(12)	
Ed. 221S Conf.....(3)	Ed. 222S Conf.....(3)	
Eng. 201S Survey... 3	Eng. 202S Survey... 3	Eng. 203S Types.... 3
Ph. Ed. 201S..... 1.5	Ph. Ed. 202S..... 1.5	Ph. Ed. 203S..... 1.5
Arts 251S Appr..... .5	Arts 252S Appr..... .5	Arts 253 Appr..... .5

Electives:

	<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Arts 201S D. & H.... 2	Arts 202S D. & H.... 2	Arts 203S D. & H.... 2	
Arts 211S Mus..... 2	Arts 212S Mus..... 2	Arts 213S Mus..... 2	
Arts 221S Piano..... 2	Arts 222S Piano..... 2	Arts 223S Piano..... 2	
Arts 231S Voice..... 1.5	Arts 232S Voice..... 1.5	Arts 233S Voice..... 1.5	
Bible 201S Lit..... 3	Bible 202S Lit..... 2	Bible 203S Lit..... 3	
Ed. 231S Tests & M. (6 wks.)	Ed. 232S Tests & M. (6 wks.)		
Eng. 211S Cont. L. (6 wks.)	Eng. 212S Cont. L. (6 wks.)	Eng. 213S Cont. L. (6 wks.)	
S. Sc. 201S Anc. H. (6 wks.)	S. Sc. 202S Med. H. (6 wks.)	S. Sc. 203S Mod. H. (6 wks.)	

COURSE III—HIGH SCHOOL—FIRST YEAR

Constants:

First Quarter	Second Quarter	Third Quarter
<i>Credit</i>	<i>Credits</i>	<i>Credit</i>
H. Ed. 101S Hyg.... 3	Ed. 102S Psy..... 4	Ed. 113S Prs. Ed.... 4
Eng. 101S Funds.... 3	Ed. 112S Prs. Ed.... 2	Eng. 113S H. S. Lit.. 3
Ph. Ed. 101S..... 1.5	Eng. 112S Comp.... 2	Ph. Ed. 103S..... 1.5
	Ph. Ed. 102S..... 1.5	

Group A—Electives: English—History.

	<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Bible 101S..... 3	Bible 102S..... 3	Bible 103S..... 3	
Eng. 211S Cont. L. (6 wks.)	Eng. 212S Cont. L. (6 wks.)	Eng. 213S Cont. L. (6 wks.)	
S. Sc. 111S Eng. H.. 3	S. Sc. 112S U. S. His. 3	S. Sc. 113S Cir..... 3	

Group B—Electives: Math.—Science.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Sc. 111S Jr. H. S.... 3	Sc. 112S Jr. H. S.... 3	Sc. 113S Jr. H. S.... 3
Math. 101S Jr. H. S. (6 wks.)	Math. 102S Jr. H. S. † (6 wks.)	Math. 103S Jr. H. S. (6 wks.)

Group C—Electives: Home Economics.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Sc. 131S Chem..... 3	Sc. 132S Chem..... 3	Sc. 133S Chem..... 3
Arts 111S F. Arts... 2	Arts 112S F. Arts... 2	
H. Ec. 101S Cook... 3	H. Ec. 102S Cook... 3	H. Ec. 103S Cook... 3
H. Ec. 111S Sew.... 3	H. Ec. 112S Sew.... 3	H. Ec. 113S Sew.... 3

COURSE III—HIGH SCHOOL—SECOND YEAR

Constants:

First Quarter	Second Quarter	Third Quarter
<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Ed. 201S Ed. Soc.... 4	Ed. 202S Ed. Soc.... 4	Ed. 203S H. of Ed... 4
Ed. 211S Tchg. & Conf..... 8	Ed. 212S Tchg. & Conf..... 8	
Eng. 201S Survey... 3	Eng. 202S Survey... 3	Eng. 203S Types.... 3
Ph. Ed. 201..... 1.5	Ph. Ed. 202S..... 1.5	Ph. Ed. 203S..... 1.5
Arts 251S Appr.... .5	Arts 252S Appr.... .5	Arts 253S Appr.... .5

Group A—Electives: English—History.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Bible 201S Lit..... 3	Bible 202S Lit..... 3	Bible 203S Lit..... 3
Eng. 211S Cont. Lit. (6 wks.)	Eng. 212S Cont. L. (6 wks.)	Eng. 213S Cont. L. (6 wks.)
Ed. 231S Tests & M. (6 wks.)	Ed. 232S Tests & M. (6 wks.)	
S. Sc. 111S Eng. His. 3	S. Sc. 112S U. S. His. 3	S. Sc. 113S Citiz.... 3
S. Sc. 201S Anc. His. (6 wks.)	S. Sc. 202S Med. (6 wks.)	S. Sc. Mod. H.... (6 wks.)

Group B—Electives: Math.—Science.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Math. 201S Geom. (6 wks.)	Math. 202S Trig. (6 wks.)	Math. 203S Tch. Math..... (6 wks.)
Sc. 131S Chem..... 3	Sc. 132S Chem..... 3	Sc. 133S Chem..... 3
Arts 261S Ind. Arts.. 3	Arts 262S Ind. Arts.. 3	Arts 263S Ind. Arts.. 3

Group C—Electives: Home Economics.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Sc. 201S H. Chem... 2	Sc. 202S H. Chem... 2	Sc. 203S H. Chem... 2
H. Ec. 201 Cook... 3	H. Ec. 202S Cook... 3	H. Ec. 203S Cook... 3
†H. Ec. 211S Sew... 2	†H. Ec. 212S Sew... 2	†H. Ec. 213S Sew... 2
		H. Ec. 223S H. Nurs. 3

†Taken by both teaching and non-teaching groups.

SPECIAL NOTES:

1. Students taking Course III have eight hours of Practice Teaching and Conference in the second year for one quarter.
2. In courses that repeat for the second quarter students will elect for the second quarter subjects not already taken in the first quarter.
3. Under the advice of the Dean, students may elect certain subjects from the year of the course in advance of that in which they are classified.
4. Subjects marked "6 wks." in the courses above are listed in the group below, and are elective in the various courses as indicated.

COURSES OFFERED ON THE SIX-WEEKS BASIS FOR
THE FIRST AND SECOND TERMS OF
SUMMER QUARTER 1925

			<i>Credits</i>						<i>Credits</i>		
<i>First Term</i>	<i>Periods</i>	<i>Qr.</i>	<i>Hrs.</i>	<i>Second Term</i>	<i>Periods</i>	<i>Qr.</i>	<i>Hrs.</i>	<i>First Term</i>	<i>Periods</i>	<i>Qr.</i>	<i>Hrs.</i>
Ed. 141S, Elem. Ed....	5	3		Ed. 142S, Elem. Ed....	5	3		Ed. 231S, Tests & M...	5	3	
Ed. 231S, Tests & M...	5	3		Ed. 233S, Tests & M...	5	3		Eng. 211S, C. Lit.....	5	3	
Eng. 211S, C. Lit.....	5	3		Eng. 213S, C. Lit.....	5	3		Eng. 301S, Reading....	5	3	
Eng. 301S, Reading....	5	3		Eng. 302S, Pub. Spk....	5	3		Eng. 311S, Adv. Comp..	5	3	
Eng. 311S, Adv. Comp..	5	3		Eng. 312S, Shakesp.....	5	3		H. Ed. 111S, Hygiene..	5	3	
H. Ed. 111S, Hygiene..	5	3		H. Ed. 113S, Hygiene..	5	3		S. Sc. 202S—Mod. Hist.	5	3	
S. Sc. 202S—Mod. Hist.	5	3		S. Sc. 203S—Mod. Hist.	5	3		S. Sc. 311S, Mod. Euo..	5	3	
S. Sc. 311S, Mod. Euo..	5	3		S. Sc. 312S—Mod. Euo..	5	3		Sc. 301S, Physics.....	7	3	
Sc. 301S, Physics.....	7	3		Sc. 302S—Physics.....	7	3		Sc. 201S, H. Chem.....	7	3	
Sc. 201S, H. Chem.....	7	3		Sc. 203S, H. Chem.....	7	3		Math. 101S, Jr. H. S...	5	3	
Math. 101S, Jr. H. S...	5	3		Math. 102S, Jr. H. S...	5	3		Math. 201S, Adv. H. S..	5	3	
Math. 201S, Adv. H. S..	5	3		Math. 203S, Adv. H. S..	5	3		P. Ed. 301S, Athletics..	3	.5	
P. Ed. 301S, Athletics..	3	.5		P. Ed. 302S, Athletics..	3	.5		Math. 301S, S. Geom...	5	3	
Math. 301S, S. Geom...	5	3		Math. 302S, S. Geom...	5	3		Ed. 302S, Phil. of Ed...	5	3	
				Ed. 302S, Phil. of Ed...	5	3					

NOTE.—Above courses may be taken for renewal of certificates, special certificates, and college credits. Courses marked 200 and 300 may be taken for advanced college credit.

Departments of Instruction

PROFESSIONAL COURSES

EDUCATION

The purpose of the courses in this department is to prepare young women for the work of organizing, governing, and teaching in the schools of Virginia. In addition to broad and accurate scholarship, a teacher should be trained in the underlying principles of individual and social life and development, and should comprehend the meaning and aim of education. She should, furthermore, be acquainted with the best practices of the teaching profession and the theories upon which such practices are founded. A knowledge of child nature, growth and development is absolutely essential for best results.

Not only are broad and accurate knowledge of principles and an acquaintance with the most approved methods in education necessary for the best equipment of the teacher, but also the ability of practical application in teaching. An opportunity for obtaining this last acquirement is found in actual teaching under direction in the Rural and City Training Schools.

FIRST YEAR

EDUCATION 101S-102S: PSYCHOLOGY.—In this course a study of the child is made from the standpoint of his original tendencies and characteristics, and the processes of his growth, development and education. Several phases of emphasis may be noted. First, a study of the nervous system as the basis of mental activity; second, the elementary mental processes, such as sensation, perception, memory, imagination, etc.; third, the learning process, with emphasis of instincts, capacities, habit formation, reasoning, etc.; fourth, characteristics of children at various stages of growth and development; fifth, individual differences—the normal, sub-normal and abnormal children and their treatment in the schools. Various tests and measurements are given in connection with the course.

Text: Averill, *A Psychology for Normal Schools*; or Gates, *Educational Psychology*.

Three single and one double period per week for the first or second quarter.

112S: PRINCIPLES OF GRAMMAR GRADE AND SECONDARY EDUCATION. The purpose of this course is to give students a broader and more comprehensive view of the field of high school education, and to lay the foundations in approved educational principles for the later practical work of the teachers in the high school. Some of the subjects dealt with in this quarter are: Adolescence, and the teacher's problems growing out of it; the organization and aims of the high school; the art of study, reinforced by observation of classes in supervised study; the curriculum from the standpoint of its content and relative value of studies; the real educational and disciplinary value of a subject; and the best methods of study.

Two periods per week for the second quarter.

113S: PRINCIPLES OF GRAMMAR GRADE AND SECONDARY EDUCATION. This quarter deals more with the teaching side, and takes up such subjects as the following: The high school as a social factor; its relation to elementary and higher education; the principles and methods of teaching the various high school studies; the lesson plan; program making; directing the various school activities, both in and out of the schoolroom. Observation of teaching constitutes part of this course.

Three single and one double period per week for the third quarter.

122S: ELEMENTARY EDUCATION AND OBSERVATION—Primary Grades. This course presents and discusses the aims and objectives of primary education; the educative values as related to the subject matter of the primary curriculum, and the most effective methods of presenting such subject matter. The course of study of the Virginia Elementary Schools is used as a guide. The major emphasis is on Reading, however, as this is the big problem of the beginner.

122S: Primary Grades. A. Presentation and discussion of the aims, values, subject matter and method as definitely related to Primary Education.

B. READING. The purpose of this part of the course is (1) to lead the students to see and to discuss the problems that arise in the teaching of reading, and to devise adequate solutions; (2) to familiarize the students with the many types of primary readers, and to enable them to select and use the best effectively; (3) to discuss and work out with students the various types of reading lessons used in the primary grades and to illustrate these types and the use of correlated materials in the organizing of lessons and lesson plans; (4) to show the application of the principles of education in the teaching of primary reading.

V. CHILD LITERATURE. A study is made of literature appropriate for the first three grades. The course aims to present material which will give knowledge for appreciation and selection of stories suitable for children in the primary grades, and the methods of teaching these to the children. Special emphasis is placed on story telling and dramatization. An opportunity is provided for individual presentation by members of the class.

Seven periods per week for the second quarter.

123S: Primary Grades: The purpose of this part of the course is (1) to select and organize subject matter in language, spelling, arithmetic, and community life that will be of value to children in the primary grades; (2) to observe and discuss methods of teaching this subject matter in language, spelling, arithmetic and community life; (3) to organize projects for primary grades in which the subjects of the primary curriculum become a social unit.

Seven periods per week for the third quarter.

132S-133S: ELEMENTARY EDUCATION AND OBSERVATION. Intermediate and Grammar Grades. The purpose of this course is to emphasize the methods of teaching English, History, Geography and Arithmetic, based on educational principles. The work of the two quarters is devoted to a study of the Course of Study used in Virginia Elementary Schools for these subjects, and the methods of presenting this subject-matter. Free classroom discussion is conducted, and each student should get a working knowledge of the standards for judging relative values, and good teaching. Special emphasis is placed on the selection of material, questioning, lesson plans, devices and plans for motivation of the work in these subjects and the correlation of these one with another, and with the other subjects in the grades. Observation in the Training Schools constitutes a definite part of the course. Students see classes taught in the subjects of the intermediate and grammar grades, and discuss the work observed from the standpoint of educational

principles. This work is done jointly between the education department and the other departments concerned, thus making a most valuable course from the standpoint of both subject-matter and educational practice in the Training School. The work of the second quarter deals largely with fundamental principles of teaching as applied to History and Geography and the third quarter with English and Arithmetic.

Seven periods per week for the second and third quarters.

Ed. 141S-142S: **ELEMENTARY EDUCATION.** This course is intended primarily for teachers in service wishing special aid in the problems of elementary education. Organization, management factors, school discipline, and methods of teaching the various elementary school subjects are topics treated in the class.

A simple text such as LaRue, *The Child's Mind and the Common Branches*, is used as a basis for the course.

Five periods per week for the first term. Repeated for the second term.

SECOND YEAR

201S: **EDUCATIONAL SOCIOLOGY.** This is a combination lecture, research, and current events course. The lectures cover in an elementary way the forces which have been and are making for civilization, and those which retard it; also the intimate relationship existing between society and its institutions, especially the schools. Special reports are made by the students bearing upon the real meaning and place of education in a democracy, covering in the main the thoughts developed by Dewey in *Democracy and Education*, Horne in *Philosophy of Education*, and Butler in *The Meaning of Education*. Current topics on various phases of social work and betterment are reported upon from day to day. The need of a social viewpoint in education, and its relation to the vocations, arts, religion, and right living are emphasized throughout the course.

Four periods per week for the first quarter.

203S: **HISTORY OF EDUCATION.** In this course a brief survey is made of the development of the educational system from primitive times to the present day. A contrast is made between the Chinese, Greek, and Roman conceptions of education. The contributions of the Monasteries and Palace Schools to civilization; the growth of Scholasticism and the Universities; the Renaissance and the Reformation—are topics of interest in the course. Especial attention is given to the evolution of the modern conception of education through the Naturalistic, Psychological, Scientific, and Sociological movements, under such representative leaders as Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Huxley, Bacon, Locke, and others. The growth and changing educational ideals in Virginia are studied with some care during the latter part of the term.

Text: Graves, *Students' History of Education*.

Four periods per week for the third quarter.

211S: **PRACTICE TEACHING.** Courses in principles and theories of education, methods of teaching various school subjects, and observation of teaching done by supervisors in the Training School, form the basis for a course in practice teaching. This course is required of every candidate for a diploma in Courses 1, 2, and 3. Its purpose is to give the student teacher the ability to put into practice the methods and principles which have previously been studied; efficiency in the method of presenting subject-matter; ability to control children; and skill and confidence to meet situations which arise in school work. Each student teaches the subjects of one or more grades, and is required to observe the teaching of the subjects in the other grades of the school. Every senior teaches half of each school day for a period of twelve weeks,

and has definite observation and discussion work for twelve additional weeks. Educational tests are given during the teaching term, thus assuring acquaintance of Seniors with the tests, and giving them a scientific basis for grading their students.

Classes in both primary and grammar grades are maintained for the entire summer quarter.

221S-222S: CONFERENCE. Three hours each week are set aside for the head of the Department of Education and the Training School Supervisors to meet the seniors in a rather informal discussion of the problems that arise in practice teaching. Questions are freely asked and discussed; more practical and scientific methods of dealing with various situations are here formulated; and an attempt is made to show the weak and strong points in certain practices of the various teachers and grades. Special-day programs carried out in the grades by the teaching section are brought to the attention of the non-teaching section. Also brief reports are made from time to time on work that is being done in other schools with a view to the practicability of its introduction into the Virginia schools.

Three periods per week for the first quarter for teaching seniors.

231S-233S: TESTS AND MEASUREMENTS. This course deals with the newly developing of Science of Classification, grading, progress, and promotion of students as determined by objective standards and measurements. A brief survey of the old methods of dealing with these problems is made, after which an examination of results obtained with the use of "Standardized Tests" and "Measurements" is taken up along with the actual use of many of the best available tests. Students are also given practice in scoring tests, finding the median, upper and lower quartiles, the middle fifty per cent, the norm, and etc. This course should be of inestimable value to the classroom teacher, as well as to the supervisor and administrative official.

Five periods per week for both terms.

THIRD YEAR

302S: PHILOSOPHY OF EDUCATION. This course treats of the factors making for civilization—the home, the school, the vocation, the state, the church, etc. The subject of education is approached from each of the following scientific viewpoints: the Biological, Physiological, the Psychological, the Sociological, and the Philosophical. The course aims to determine the real place of education in society, the content of the curriculum, the best methods of procedure and to give a broader conception of the field of education—to apply more of the scientific and less of mere opinion to our educational process.

Text: Dewey, Democracy and Education, and other texts on each of the phases of education studied.

Five periods per week for the second term.

OTHER EDUCATIONAL SUBJECTS

In addition to the above outlined courses, methods of teaching the respective subjects are given in connection with the courses in Home Economics, Music, Nature Study, Agriculture, Fine and Industrial Arts, and Physical Education.

See these departments for full statements of courses.

ENGLISH

Every department of instruction in the Normal School is urged to co-operate in the general policy of holding all students to a reasonable degree of correctness in the fundamental essentials of acceptable usage in spoken and written English.

There is no subject in the whole course which is more fundamental, since every department is affected by it and finds its work stronger or weaker as the work in English is strong or weak. One of the matters in which this appears prominently is that of the vocabulary. The student whose vocabulary is limited necessarily gains much less from the text-book, and never obtains the same ideas as the one who has a wide range. This is particularly true of those who are taking strictly professional work. It is almost safe to say that the one who brings an adequate preparation in English to the difficulties of this work derives twice as much from it. Applicants should take pains to observe all the requirements, as there is no other subject in which it is so necessary to be well prepared.

FIRST YEAR

101S: ENGLISH FUNDAMENTALS. This course is, first of all, an intensive study of the fundamentals of English in an attempt to discover and correct the weaknesses in the student's speech, grammar and composition work. The course includes technical work in language and such facts and principles in grammar as contribute to the work in composition and literature. Definite objectives are set up for better speech and for effective work in oral and written composition.

While the major emphasis is placed on English fundamentals during the first quarter, these principles carry over and are followed up in the work in composition and literature in the second and third quarters, in all courses in English in the Junior year. Required of all Juniors.

Three periods per week for the first quarter.

102S: COMPOSITION—Primary Grades. The work in this course provides such training in oral and written composition as is needed for successful teaching of composition in the primary grades. Much emphasis is placed on story-telling and dramatization as a means of developing primary children in oral expression.

Two periods per week for second quarter.

103S: GRADE LITERATURE—Primary Grades. This course requires a study of literature taught in the primary grades of the common schools. Much reading of choice literary selections forms an important part of the work. The aim of the course is to educate the student and to give the necessary preparation for intelligent and successful teaching of primary literature.

Three periods per week for third quarter.

102S: COMPOSITION—Grammar Grades. The work in this course provides such training in oral and written composition as is needed for successful teaching of composition in the grammar grades. Much emphasis is placed on adapting stories for dramatization, organization and correctness in oral expression and definite objectives in correct, concise, organized written composition.

Two periods per week for second quarter.

103S: **GRADE LITERATURE**—Grammar Grades. This course requires the study of literature taught in the grammar grades of the common schools. Much reading of choice literary selections forms an important part of the work. The aim of the course is to educate the student and give the necessary preparation for intelligent and successful teaching of literature in the grammar grades.

Three periods per week for third quarter.

112S: **COMPOSITION AND RHETORIC**. The work in this course provides for training in oral and written composition for the four years of the high school. Much emphasis is placed on easy, fluent, oral expression and on correct, organized, concise written work.

Two periods per week for the second quarter.

113S: **HIGH SCHOOL LITERATURE**. This course provides for an extensive study of subject-matter, and problems of teaching literature in the high school. Discussions, reference reading, reports and re-reading of literature taught in high school form an important part of the work.

Three periods per week for third quarter.

SECOND YEAR

201S: **A SURVEY OF ENGLISH AND AMERICAN LITERATURE**. This course provides for a brief survey of English and American literature. Historical, social and religious tendencies of the various periods of national life are observed through a study of masterpieces from significant authors representative of the various periods rather than through a study of the History of Literature, as such.

Three periods per week for the first quarter.

203S: **TYPES OF GREAT LITERATURE**. In this course an effort is made to familiarize the student with distinctive types of literature, both poetry and prose, as seen in the lyric, the epic, the drama, the novel, the short story, and the essay, and to give a knowledge and appreciation of the value of literature in individual and social life.

At least one classic under each of these types, with emphasis on appreciation, is included in this course.

Three periods per week for the third quarter.

211S-213S: **CONTEMPORARY LITERATURE**. This course aims to give to the students a knowledge and appreciation of present day American and English Literature. Poetry, essays, short stories, novels and dramas are read and discussed. Current magazines and recent publications are used for reference work.

Five periods per week for both terms.

THIRD YEAR.

301S: **READING**. An advanced course in reading. It combines practice in pronunciation and exercises for distinctness and vocal purity with oral interpretation of the printed page. The oral reading includes work on various types: narration, description, exposition, argumentation.

Five periods per week for the first term.

302S: **PUBLIC SPEAKING**. A study of the fundamental principles of effective speech. Selection and arrangement of subject-matter and framing of outlines. An opportunity is given students to put the principles studied into practice. The selections given by students are sometimes original and sometimes excerpts from masterpieces.

Five periods per week for the second term.

311S: **ADVANCED COMPOSITION.** This course is designed to give students careful training in developing clearness, force and style in the various forms of English composition.

Five periods per week for the first term.

312S: **SHAKESPEARE.** Selected plays from Shakespeare are studied giving a liberal acquaintance with the poet and amply illustrating the growth of his dramatic art. The study of a number of Shakespeare's comedies and tragedies; and the preparation of a paper on a subject drawn from these plays is required in this course.

Five periods per week for the second term.

BIBLE

Owing to the demand for Sunday School teachers, and considering the educational and cultural value of a study of the Bible, two courses are now being offered by this institution in Bible study, each with full college credit. The first of these courses is treated from the historical standpoint, somewhat in chronological order, with some attention to teaching in the Sunday School. The second course deals more with periods in Bible history, with emphasis on Biblical literature and its influence.

101S: **BIBLE.** This course is an historical study of the Bible from Creation to Judges, giving much time to the reading of the subject-matter and to the studying of outstanding characters of this time.

Text: Spilman, Leavell & Burroughs, The New Normal Manual.

Two periods per week for the first quarter.

102S: **BIBLE.** A similar and continued study of the above course from Judges to the time of Christ.

Text: Spilman, Leavell & Burroughs, The New Normal Manual.

Two periods per week for the second quarter.

103S: **BIBLE.** This course embraces a study of the life of Christ, and His standards of living. The subject is treated not so much from a pedagogical point of view as it is with a view of becoming more conversant with the New Testament and of seeing in its principles that which is applicable to daily living.

Text: Spilman, Leavell & Burroughs, The New Normal Manual.

Two periods per week for the third quarter.

201S-203S: **BIBLE.** In this course, the Bible, always keeping its place of prominence religiously, is nevertheless, regarded through historical glasses establishing in the mind of the student the continuity of great facts that step by step place the Bible as the greatest of all Histories in interest, contents and authenticity. Following the treatment of the Bible in the above manner, an equal length of time will be devoted to its study for its literary value—a course dealing with the simplicity of its diction, the greatness of its addresses, its sermons, its orations, and the beauty of its poesy and its songs.

Three periods per week for two quarters.

MATHEMATICS

Mathematics rightfully occupies an important place in the school curriculum, and especially should this be true in a Normal school, for in whatever work the teacher may engage, she will need the knowledge of mathematics and its principles. Besides, the industrial and commercial world furnish motivation for every important mathematical process in every-day life. Mathematics often fails to command the proper respect of patrons and pupils because of the teacher's failure to emphasize its practical applications and to properly present business methods and customs. For this reason, the department especially emphasizes business methods and the applications of mathematics to practical life. The emphasis throughout the course is on number, the tool for solving problems of daily importance. Since good results in mathematics must be based upon a thorough working knowledge of the subject, the courses aim to give this knowledge and to strengthen the weak points in the student's mathematical training; to develop logical systematic thought; to train to clear, concise, and accurate expression; to develop and strengthen the reasoning powers of the pupil; to develop the spirit of original and independent work. Especial emphasis is laid on the proper presentation of the State text-book.

101S-102S-103S: JUNIOR HIGH SCHOOL MATHEMATICS. This course is for those preparing to teach in Junior high schools. Methods are developed with the subject-matter.

Five periods per week for both terms.

123S: PRIMARY ARITHMETIC. This course is a review of Arithmetic from the primary teacher's point of view. Classroom methods are suggested and special emphasis placed upon the selection and use of the material and devices. Discussions will be based on observation and work in the training school. Practical applications of the use of standard tests are employed.

Texts: Klapper, The Teaching of Arithmetic.

Two periods per week for the third quarter.

132S-133S: GRAMMAR GRADE ARITHMETIC. This course is a thorough treatment of the subject-matter of the grades from the teacher's standpoint. Usable knowledge of the underlying principles and their ready control is emphasized. Classroom methods are suggested and special emphasis is placed upon the selection and use of the material and devices. Discussions will be based on observation and work in the training school. Practical applications of the use of standard tests are employed.

Texts: Klapper, The Teaching of Arithmetic. Smith, Modern Advanced Arithmetic.

Two periods per week for the second and third quarters.

201S-203S: ADVANCED HIGH SCHOOL MATHEMATICS. This course is a continuation of Junior High School Mathematics. The typical parts of Algebra, Geometry and Trigonometry are discussed with the general aim of putting students in possession of approved methods. Papers and talks on

assigned readings, discussions, and examination of text-books form a part of this course.

Text: Schultz, *The Teaching of Mathematics in Secondary Schools*.

Five periods per week for both terms.

THIRD YEAR

301S-302S: MATHEMATICS—ANALYTIC GEOMETRY.

301S-302S: ANALYTICS.

Text: Smith and Gale, *New Analytic Geometry*.

Three periods per week for the first and second quarters.

SCIENCE

This department offers courses in Biology, Nature Study, Agriculture, Chemistry, Physics, and General Science.

These subjects dealing with natural phenomena, with nature and nature's laws, and man's relation to life, if approached in a way to realize their possibilities, furnish a field for observation along special lines; exercise in knowledge-acquisition through the study of concrete objects and experimentation; train the judgment and yield information of especial value.

101S: NATURE STUDY. This course includes a study of plants and animals, including wild flowers, trees, shrubs, plant propagation, insects and birds. Special reference is given to their growth, adaption to environment and relation to man.

No text is used. Library references and the campus and surrounding country our best text.

Laboratory fee, 25 cents.

Three periods per week for the first quarter.

102S: NATURE STUDY. The first part of this quarter is given to the study and application of psychological principles as applied to nature study. The lesson plan formed is developed, type lessons are taught and discussed.

The last part of the quarter is given to garden study in preparation for the practical garden work.

Laboratory fee, 25 cents.

Three periods per week for the second quarter.

130S: NATURE STUDY. This quarter offers an intimate study of birds, flowers, trees, insects and gardening.

Text: Hodge, *Nature Study and Life*.

Laboratory fee, 25 cents.

Three periods per week for the third quarter.

111S-112S-113S: JUNIOR HIGH SCHOOL SCIENCE. This course is intended for those preparing to teach science in Junior High Schools and includes General Science and Biological Agriculture. In addition to the study of standard texts the work embraces projects, excursions, reports, lecture demonstrations, laboratory work and practical experience in conducting, designing and equipping a school laboratory. Methods are developed with

the subject-matter. Making collections for school use and preparing to teach under ordinary school conditions are given careful consideration.

Text: To be selected.

One single and two double periods per week for each quarter.

Laboratory fee, \$1.00 per quarter.

131S-132S-133S: **CHEMISTRY.** This course is intended for Household Arts students who have had no previous chemical training. It will bring out the relation between the fundamental principles of chemistry and their applications, and will emphasize the applications to things of practical interest in the home.

Text: Black & Conant, Practical Chemistry and Laboratory Guide.

One single and two double periods per week for each quarter.

Laboratory fee, \$1.00 per quarter.

201S-203S: **HOME CHEMISTRY.** Prerequisite, one year of general chemistry with laboratory. This course is a study of such chemistry as finds application in the home. It embraces the chemistry methods employed in the examination of fuels, drinking water, atmosphere, textiles, and foods, with special reference to adulteration, imitations, preservatives, poisonous substances, etc.

Text: Beery, Chemistry Applied to Home and Community.

Seven periods per week for both terms.

Laboratory fee, \$1.50 per quarter.

301S-302S: **HOME PHYSICS.** This course consists of a review of those parts of physics which are necessary for the understanding of common home appliances. Emphasis is placed on the practical knowledge and use of everyday household appliances such as electric vacuum cleaners, sewing machines, modern electric lighting equipment, etc.

Text: Butler, Household Physics.

Three single and two double periods for both terms.

SOCIAL SCIENCES

101S: **HISTORY-GEOGRAPHY.** Unit Course under Elementary Education, Geography and History are combined in a study of geographic, social, historical and economic factors underlying human society.

101S: **REGIONAL GEOGRAPHY.** Continent formation is studied in relation to soils and minerals. Climate is treated in relation to forests and agriculture. The production of raw materials as related to manufacturing, transportation and commerce. Map study, excursions, and problem work comprise an essential part of this work.

Text: Atwood, New Geography.

Laboratory fee, 25 cents.

Two periods per week for the first quarter.

111S: **ENGLISH HISTORY** is rapidly reviewed, using the topical method, to provide an ample background for the history of the United States.

Three periods per week for the first quarter.

112S: **UNITED STATES HISTORY.** Epochs of American History are studied by means of problems and reports. The development of American institutions from the standpoint of political science gives the student the

subject-matter of college history. Such a systematic course gives a background for history teaching in the elementary and high school grades.

Text: Board, United States History.

Three periods per week the second quarter.

113S: CITIZENSHIP. The ordinary problems of government developed in course 102S here receives a wider treatment in the forms and powers of government. Current political, social and economic problems are intensively studied, sometimes by debates, problems, or discussions from current periodicals. Students subscribe to a current periodical for the duration of the course.

Library reference work.

Three periods per week for the third quarter.

122S-132S: HISTORY-GEOGRAPHY FOR THE PRIMARY AND INTERMEDIATE GRADES. An intensive study of community history-geography leads to the state of Virginia as a whole. The history element is developed by the story method, introducing the art of story telling. History is developed by personality. Regional and human geography of the state is carried over into a rapid survey of the nation and the world.

Laboratory fee, 50 cents.

Part of unit course.

SECOND YEAR

201S-202S-203S: EARLY EUROPEAN HISTORY. For those students majoring in history and for others desiring a collegiate course in world history, the following courses provide the foundation. A year of work is given to human history from the prehistoric period down to the modern period, 1789, A. D.

201S: ANCIENT HISTORY. From the prehistoric period to the fall of the Roman Empire.

Three periods per week for the first quarter.

202S: THE MIDDLE AGES. From the Germanic invasions to the Reformation, 1517.

Five periods per week for the first term.

203S: THE RENAISSANCE, REFORMATION AND REVOLUTION PERIODS. The Sixteenth, Seventeenth and Eighteenth centuries develop the scientific, industrial, social and political factors which are preliminary to the modern epoch. The Industrial Revolution is marked as the beginning of the modern period.

Five periods per week for the second term.

311S-312S: MODERN EUROPE. This is a course in advanced college history of the modern era, 1789 to date. From the social and political changes of the French Revolution and the economic and industrial changes of the Industrial Revolutions, the course develops in detail the intricate features of modern civilized life.

Prerequisite, Social Science 201S-202S-203S, or its equivalent.

311S: NINETEENTH CENTURY. From the French Revolution and reaction of the Congress of Vienna to the Third Republic. The period of nationalism is the main topic of this quarter.

Five periods per week for the first term.

312S: NINETEENTH CENTURY CONTINUED. From the Third Republic to the Twentieth Century. This course reviews the period of empire building and treats the great national schemes for world empire.

Five periods per week for the second term.

HOME ECONOMICS

The course in Home Economics include subjects dealing with food, clothing, and shelter, as related to the welfare of the home. These courses are planned to meet the needs of students who may become teachers of these subjects in the schools; and to train students to become efficient home-makers.

The health and happiness of a home depends upon the knowledge and skill of the woman who has the home in her keeping; her ideals of home life; and her ability to carry these out in a practical way. Hence, the courses in foods, textile study, dress-making, millinery, home nursing, and home management are given with these specific aims in mind—to develop ideals of a better home-life by a knowledge of true economy in the selection of foods and textile materials used in the home; by practical training in menu-making from a health standpoint, as well as attractiveness of service; in the practical processes of sewing and dress-making; and the study of problems connected with efficiency in home management.

Open to all students who elect Course III.

All students who enter Cookery classes are requested to have at least two long white aprons with bibs.

101S-102S-103S: FOODS AND COOKERY. This course is a beginning study of foods from the standpoints of composition, nutritive value and place in diet; practice is given in applying principles of cooking to carbohydrates, fats, proteins and foods containing mineral salts, water and vitamins; simple meals are planned, prepared and served, according to the needs and home environment.

Open to students electing Course IV.

Text: Greer, Textbook of Cooking.

Fee, 50 cents per quarter.

One single and two double periods per week for the session.

201S-203S: FOODS AND COOKERY. This course includes a study of the problems of well-balanced meals; and menu-making for breakfasts, luncheons and dinners. The various methods of preparation and garnishing of foods is emphasized. The different styles of Table Service are used in the actual serving of varied menus for breakfasts, for luncheons, and for dinners. Effort is made to develop initiative and skill of students in applying principles of cookery with successful results.

Open to students who have had Foods and Cookery 101S-102S, or its equivalent.

Lectures, laboratory work and reference reading.

Text: Fannie M. Farmer, Boston Cooking School Cook Book.

Fee, \$1.00 per quarter.

One single and two double periods per week for two quarters.

111S-112S-113S: CLOTHING. Principles of design are emphasized in the choosing of materials and the selection of patterns, suitable to the wearer and to the occasion. Practice is given in accurate measurements, drafting

patterns, economical cutting and fitting. Particular attention is given to the study and use of silks; the adaptability of the finer cotton and silk materials to undergarments and dresses.

Open to students who have had Clothing 103S.

Text: Laura I. Baldt, Clothing for Women.

Fee, 25 cents per quarter.

One single and two double periods per week for the session.

211S-213S: CLOTHING. Projects are similar to those studied in Clothing 111S-112S-113S. More advanced problems in designing, selection of materials, and suitable decoration according to principles of line, form, color, and texture of various fabrics, are taken into consideration.

Open to students who have had Clothing 111S-112S-113S, or its equivalent.

Text: Laura I. Baldt, Clothing for Women.

Fee, 25 cents per quarter.

One single and one double period per week for two quarters.

223S: HOME NURSING. For writeup see Health Education 213S.

Three periods per week for the third quarter.

FINE AND INDUSTRIAL ARTS

The field of art is so broad that it cannot be included in the public school curriculum, in its entirety. Certain fundamentals or objectives must be determined upon as a basis for work. The Art School trains the professional artist—the Public School should equip the individual to meet intelligently such problems in art as will confront him regardless of profession or trade. The art courses aim to acquaint the student thoroughly with the principles of art, and at the same time to apply and adapt these principles to public school needs.

We believe that the course of study in art should exist as a “permanent state of mind—a habit or body of habitual practices”—that is, it should be largely an outgrowth of problems that come up and be applied to all things—not so much a set of things to be done, but rather a development of good judgment and cultivated appreciation, so that an ideal is established for doing all things in a fine way.

Fees in this department cover the cost of tools and materials used.

Ample reference material is found in the library.

111S-112S: FINE ARTS—DRAWING, DESIGN AND HANDWORK. This course includes a study and application of the principles of design thru line, dark and light, and color to projects arising in the primary and grammar grades. Also a brief study and application of the principles governing representative drawing. Theory and practice of teaching art in the primary and grammar grades, observations and discussions are included.

Two double periods per week for the first and second quarters.

Fee, \$2.00.

Section I for primary group.

Section II for grammar group.

142S: INDUSTRIAL ARTS. This course is intended for those specializing in teaching in the high school. The emphasis is upon woodwork for the Rural Junior High School.

Two double periods per week for the second quarter.

Fee, \$1.75.

201S-203S: ADVANCED DRAWING, DESIGN AND HANDWORK. Continuation of Course 111S-112S.

Two double periods per week for two quarters.

Fee, \$2.50.

261S-262S-263S: INDUSTRIAL ARTS. Continuation of work of first year, as outlined in Arts 142S.

One single and two double periods per week for the first and third quarters.

Fee, \$2.25.

251S-253S: ART APPRECIATION. A discussion of the opportunities open to every teacher for teaching art appreciation, including a study of pictures, costs, etc., suited to the grades and high school. A brief survey of the field of art in all ages is also given. A note book of the course is required.

One period per week for the first six weeks of two quarters.

Fee, 75 cents.

MUSIC

The department offers two courses:

(a) A course meant to provide comprehensive training for teachers who teach public school music in the grades.

(b) A course which treats of the professional, historical, literary and aesthetic side of music, and which is intended for those students who wish to become supervisors of public school music.

101S-102S-103S: TEACHER'S GRADED COURSE. This course is intended for beginners. In order to complete the work the student must be able to sing at sight, individually suitable music for the first five grades.

101S: MUSIC. This course comprises the work of the first three years in the grades.

Material: Dann, First Year Music; Third Year Music; Manual of Dictation, Book I; Music Writing Book, Number 1.

Two periods per week for the first quarter.

102S: MUSIC. This course is a continuation of Music 101S, and covers the work of the fourth and fifth grades.

Material: Dann, Fourth Year Music; Fifth Year Music; Manual of Dictation; Book II; Music Writing Books, Numbers II and III.

Two periods per week for the second quarter.

103S: MUSIC. This course is a continuation of Music 102, and covers the work of the sixth grade.

Material: Dann, Sixth Year Music.

Two periods per week for the third quarter.

The method of presenting the various phases of the work in the grades is taken up when the different subjects are introduced.

211S-213S: ADVANCED MUSIC. The following are some of the topics for consideration. Classification of Voices, The School Chorus, the Glee Club, the Quartet, the Trio, the Changing Voice and Methods for Caring for Same, Materials Suitable for High School Purposes, Chorus Conducting, Orchestra Conducting.

Two periods per week for two quarters.

251S-253S: MUSIC APPRECIATION. This course provides a general knowledge of history of Music. The teaching of music appreciation in the grades is studied. A notebook in connection with the course is a requirement.

One period per week for the second six weeks of two quarters.

Fee, 50 cents.

CHORUS. Chorus singing is required of all students who can sing.

Material: NeCollins, Glee and Chorus Book.

One period per week for the session.

GLEE CLUB. The members of the Glee Club are selected by the director.

One period per week for the session.

SENIOR QUARTET. The members of the Quartet are selected from the Glee Club.

One period per week for the session.

JUNIOR TRIO. The members of this organization are selected from the Glee Club.

One period per week for the session.

Toward the close of the year a concert is given by the organizations in the department of Music. Preparation for the concert is made in regular class time.

PRACTICE TEACHING. Students do practice teaching in Music in the city or rural training schools under the supervision of the department.

PIANO

The entire work is based upon the Progressive Series of Piano Lessons, edited by such international authorities as Leopold Godowsky, Josef Hoffman, Emil Sauer, Edgar Stillman Kelly, and others. The Progressive Series of Piano Lessons covers the fundamental principles of the theory of music and piano-playing in a thoroughly correlated manner, and is the text on which the work is operated.

Graduates in this department are credited with work done here, and admitted to advanced standing in the leading conservatories and universities of the country. Since Progressive Series teachers are required to meet certain standards, the pupils of such teachers in the State will be credited in this institution with the work done under them.

121S-122S-123S: The scope of the work for the first year is as follows: The first eighteen theory lessons of the Progressive Series, major scales, ear training, technical exercises and studies and compositions, one of which is to be memorized during the year.

Two periods per week for the session.

241S-243S: The second-year requirements in piano are as follows: The second eighteen theory lessons, major and minor scales, ear training continued, technical exercises and studies and compositions, two of which must be memorized during the year.

Two periods per week for the two quarters.

VOCAL MUSIC

131S-132S-133S: VOCAL MUSIC. This course provides individual voice training and class-wise instruction in same. Correct posture, breathing, tone production and dictation are studied.

At least two recitals are given by the Voice students of the summer quarter.

Two half hour periods of class work per week, plus one-half hour daily practice.

231S-233S: VOCAL MUSIC. Same as Vocal Music 131S-132S-133S, except of a more advanced character.

Two half hour periods of class work per week, plus one-half hour daily practice.

PHYSICAL EDUCATION

The purpose of this course is threefold: (1) To give the student such exercise as will enable her to secure and conserve her own health by intelligent attention to the laws of health and hygiene, and to aid her by habits of exercising thus acquired to keep her body in the best physical condition possible; (2) To correct in so far as possible faults of posture and physical defects; (3) To acquaint the prospective teacher with enough theory of physical education and playground management to enable her to teach the subject.

FIRST YEAR

101S: SONGS AND GAMES, STORIES AND RHYTHMIC PLAYS. In the Junior year the work is almost entirely practical, although time is taken to study and discuss the value of games, plays and exercises in the natural order of progression from Primary Grades to Junior High School. During the first quarter the work consists of story plays, singing games, rhythmic plays, simple ring games and management of primary grades on schoolroom floor and playground. Seasonal and occupational story games and plays. Lessons are planned and taught. A notebook is required.

Texts: Bancroft, Games for the Playground, Home, School and Gymnasium; Stecher, Rhythmic Action, Plays and Games. State Course of Study in Physical Education, etc.

Three periods per week for the first quarter.

102S: PHYSICAL EDUCATION. This quarter is devoted to Physical Education suitable for grammar grades. Swedish exercises are introduced, simple folk dances, competition games for schoolroom and playground, marching, some light and heavy apparatus work, adaption of games to teaching other subjects and athletics suitable for grammar grades. Posture tests. Lessons planned and taught. A notebook is required.

Texts: Bancroft, Games for the Playground, Home, School and Gymnasium; Crompton, Folk Dances; Burchenal, Folk Dances; Hill, Swedish Exercises.

Three periods per week for the second quarter.

103S: PHYSICAL EDUCATION—ATHLETICS. This course is intended for High School Work. Formal floor work, athletics, folk dances, field and track work, relief and recreational exercises, higher forms of class management on floor and playground, more difficult types of Swedish Lessons, marching tactics, light and heavy apparatus. Lessons are planned and taught. Notebook required.

Texts: Same as above.

Three periods per week for the third quarter.

101S-103S: HEALTH EDUCATION. HYGIENE AND PHYSICAL INSPECTION. The emphasis upon the principles of hygiene and sanitation is of interest to the teacher in the school, the home, and the community. The human body and its functions. The personal life in diet, sleep, exercise, and fatigue; the growing child in the schoolroom; bacteria and disease, and diagnosis of diseases apt to occur in the schoolroom; physical inspection, communicable diseases and their control; preventive medicine and first aid are among the topics treated. The broader aspects of the teacher in the community, and community health and sanitation are also considered. Constant reference is made to texts on various subjects treated in the classroom. Pamphlets from the State Board of Health. Covers the requirements of the West bill.

Three periods per week for the first or third quarter.

111S-113S: HEALTH EDUCATION. Same as 101S.

Five periods per week for the first six weeks.

Repeated for the second six weeks.

SECOND YEAR

PRIMARY GROUP

201S-203S: In the Senior Year the point of view changes, and physical education is studied from a professional standpoint. Floor work is required, but time is taken to discuss the advantages of the exercises, their aim, order, and progression. Material and methods are given the student which will be practical for their own teaching.

201S: EDUCATIONAL GYMNASTICS. The subject is viewed as to the physical and educational effects. The need of more freedom and recreation in the schoolroom is stressed. Rules for conducting recreation in the room, quiet games, etc. Rules for sitting, rising, and class management. Special holiday and seasonal plays for primary grades. Lessons planned and taught. Notebook required.

Texts: Skarstrom, Educational Gymnastics; Bancroft, Physical Education in the Primary Grades, etc.

Three periods per week for the first quarter.

203S: EDUCATIONAL GYMNASTICS. Continuation of study of educational gymnastics. Playground work, including the construction of playgrounds and playground apparatus suitable for small children. Combining physical education with other subjects. Lessons are planned and taught. Notebook required.

Texts: Same as above.

Three periods per week for the third quarter.

GRAMMAR GRADE GROUP

201S: EDUCATIONAL GYMNASTICS. Plays and games. Higher forms of class management than primary grades. Changing and separating according to height and necessary floor space. Value and effect of Swedish free-hand exercises according to age and group. Value of organized games. Selection of easy folk dances, games for schoolroom and playground. Lessons planned and taught. Notebook required.

Text: Skarstrom, Educational Gymnastics.

Three periods per week for the first quarter.

203S: EDUCATIONAL GYMNASTICS AND GAMES. Continuation of above outlined work with introduction of light and heavy apparatus, especially light apparatus that can be used in the schoolroom. Selection of Swedish exercises and athletics for grades. Planning of exhibitions, festivals, and field day. Lessons planned and taught. Notebook required.

Text: Same as above.

Three periods per week for the third quarter.

HIGH SCHOOL GROUP

201S: EDUCATIONAL GYMNASTICS AND ATHLETICS. In this course the needs of athletics in high schools forms the basis for study. Athletics and athletic tests and records for boys and girls are studied. Floor work is required. In addition to former floor work, the types and progression of gymnastics for high school use are studied. Light and heavy apparatus, construction of balance beams, horizontal bars, hurdles, and other playground apparatus. Lessons planned and taught. Notebook is required.

Texts: Skarstrom, Educational Gymnastics; Posse, Special Kinesiology. Health by Stunts, Pearl and Brown.

Three periods per week for the first quarter.

203S: EDUCATIONAL GYMNASTICS AND ATHLETICS. Students are given opportunity to observe and try out methods. Seniors conduct badge contest, including program, etc. Standing and running broad jump, running high jump for form, making of running track and jumping pit, etc. Pageants, exhibitions, etc., suitable for High School. Notebook required.

Texts: Same as above.

Three periods per week for the third quarter.

211S: HEALTH EDUCATION. Same as 111S.

213S: HEALTH EDUCATION. HOME NURSING. The aim of this course is to give a few of the most helpful suggestions on the home care of the sick. It is not designed to fit anyone sufficiently to permit her to become either a registered or trained nurse or attendant. This course also aims to help in the conservation of child life by teaching child care and feeding.

Three periods per week for the third quarter.

THIRD YEAR

301S-302S: GAMES AND ATHLETICS. This course is for all third-year students not majoring in Physical Education. These students will join classes in Physical Education with first and second-year classes on Athletic Day of each class. Basketball, indoor baseball, hockey, tennis, soccer, track, and field work are taught in this course. Some coaching of the above, mass games suitable for different grades, ages also taught.

Three periods per week for both terms.

TEXT BOOKS

The books to be used as the basis for the work for first grade certificates are given below. The names of the publishers and their addresses are also given. Teachers are advised to provide themselves with such of these books as they will use. Any other standard books on the several subjects may, in most cases, be used instead of the regular texts, and teachers should bring with them such of these as they have. Books may be ordered for students after their arrival and assignment to classes, but this will not be done except upon written request. In all such cases the students are obliged to take and pay for the books ordered. The College book store sells all texts at practical cost.

TEXTBOOKS ON WHICH QUESTIONS FOR THE STATE EXAMINATION WILL BE BASED

Agriculture—Duggar. Agriculture for Southern Schools. The Macmillan Co., New York.

Arithmetic—Smith. Modern Advanced Arithmetic. Ginn & Co., New York.

Algebra—Wells & Hart. New High School Algebra. D. C. Heath & Co., New York.

Classics—Scott's Talisman or Ivanhoe.

Civics—Hughes. Elementary Community Civics. Allyn & Bacon, Boston, Mass.

Drawing—Industrial and Applied Arts Drawing Books. Mentzer, Bush & Co., Chicago, Ill., or

Industrial Art Textbooks. Laidlaw Bros., New York, or
Practical Drawing. Practical Drawing Co., Cleveland, O.

English History—Cheney. Short History of England. Ginn & Co., New York.

Geography—Frye-Atwood. New Geography, Book II, or
Frye. Higher Geography. Ginn & Co., New York.

General Science—Clark. Introduction to Science. American Book Co., New York.

Grammar and Composition—Emerson & Bender. Modern English, Book II. The Macmillan Co., New York.

Methods of Teaching Reading—State Elementary Course of Study, pp. 121-154.

Physical Geography—Dryer. High School Geography. American Book Co., New York.

Physiology and Hygiene—Ritchie. Primer of Sanitation and Physiology. World Book Co., Yonkers, N. Y., or

Winslow. Healthy Living. Chas. E. Merrill Co., New York.

Spelling—New World Speller. World Book Co., Yonkers, N. Y.

Principles of Teaching—State Elementary Course of Study, Part I.

United States History—Riley, Chandler and Hamilton. Our Republic. Hunter & Co., Richmond, Va.

Virginia History—Wayland. History of Virginia. The Macmillan Co., New York.

Any of these books may be ordered direct from the publisher, or may be procured from the book store of the school after arrival.

Distinctive Features of Fredericksburg State Teachers College

1. Splendid Faculty. Department heads hold M. A. or Ph. D. Degree.
2. This College is fully accredited as a standard Teachers College by the American Association of Teachers Colleges, the State Board of Education and the Legislature of Virginia.
3. Two-year courses leading to Normal Professional Certificate, for (a) primary grades; (b) grammar grades or to Special Certificate for (c) high school grades; (d) home economics; (e) business subjects, music, arts, physical education, *academic subjects*.
4. Four-year Degree courses (B. S. in Education) in Academic subjects—(a) English, History, Mathematics, Science, Latin and French; (b) Music and Music Supervision; (c) Fine and Industrial Arts and Supervision; (d) Physical Education; (e) Commercial Subjects. No other College in Virginia is offering all of these majors.
5. Four differentiated practice schools to fit the needs of students in each course.
6. Strong athletic program. *New Athletic Field* now completed.
7. In addition to the dormitory, Betty Lewis Hall, opened last year, another small dormitory, accommodating 25 students, adjacent to the campus, will be available.
8. Beautiful Student-Alumnae Building planned.
9. Open Air Theatre, with most beautiful setting in our grove completed in 1923. The Coffey-Miller Players say: "One of the most beautiful spots in which we have played and the only open air theatre whose acoustic properties are perfect."
10. Most beautiful location on Marye's Heights, sixty-five acres, spacious grounds and grove, health record unexcelled—never a death among the students.
11. Two hundred forty-one dollars covers the entire cost for a full session of three-quarters. This is about one-third the

cost at an old line, unendowed private college. The low cost is due to the legislative appropriation which we have for our work.

12. Student aid positions and loans are available to students for both summer quarter and winter session.

13. We seek only outstanding high school graduates and first grade certificate holders as students. Students lacking in seriousness of purpose are not desired. *Register now*, for either summer or winter school. No student is considered registered until she has filled in and returned our blank. Summer quarter catalog for 1925 ready March 15th; winter school catalog for 1925-26 ready April 1st.

New view book and recent bulletins containing addresses on "Matthew F. Maury;" "Christian Education;" "The Needs of the Rural Schools;" "Adequate Training as the Basis of Professional Ethics;" "Educational Tests and Measurements;" now ready for mailing to prospective students. All these are free. Also "History-Geog. Syllabus" for 25 cents, and "Suggestions for the Teaching of English History in the Junior High School" for 10 cents.

A. B. CHANDLER, JR.

Fredericksburg, Va.

President.

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A. B. CHANDLER, JR.

Fredericksburg, Va.

President.



State Teachers College, Fredericksburg, Va.



APPLICATION FOR ADMISSION
SUMMER SCHOOL
STATE TEACHERS COLLEGE, Fredericksburg, Va.

1. The applicant for admission will please fill out this blank in her own handwriting, and forward it to the President of the College as early as practicable. Prompt attention to this is urged in order to have a room in one of the dormitories reserved.

2. Mail this blank to

A. B. CHANDLER, JR., President
Fredericksburg, Va.

Date.....192....

1. Name..... 2. Age.....
3. Postoffice..... 4. County.....
5. Name of parent or guardian.....
6. (a) What school did you last attend?.....
(b) When did (will) you graduate?..... (c) If not a graduate,
number high school sessions completed and units secured.....
7. Name and address of principal.....
8. Do you hold a teacher's certificate?..... 9. Its grade?.....
10. Have you taught?..... 11. How long?.....
12. Check parts of following completed: State Review Course, Pt. I, II, III;
First Yr. Prof., 1st qr., 2nd qr., 3rd qr.; Second Yr. Prof., 1st qr., 2nd qr.,
3rd qr. When and where completed?.....
If applying for S. S., will you attend 1st Term?..... 2nd Term?.....
13. Is your health good?.....
14. Do you wish a room reserved for you in one of the dormitories?.....
15. Do you wish a State Scholarship entitling you to free tuition?.....
16. If so, do you promise to teach for two years in the public schools of Vir-
ginia?..... Free tuition is given to those who have taught or prom-
ise to teach in the Public Schools of Virginia, provided they are recom-
mended as to character and seriousness of purpose by the Division Super-
intendent.
17. Please underline below the work in which you are especially interested:
Primary grades; grammar grades; high school grades; home economics;
business subjects; music; fine and industrial arts; physical education and
playground; academic subjects; review course for first grade certificate
(S. S. only).
18. Do you now contemplate a two-year diploma course, or a four-year B. S.
Degree Course in your chosen field? Underline.

Name in full.....
If you wish a State Scholarship, have the Superintendent of Schools of
your division sign the following:

I hereby recommend.....
for appointment as a State scholarship student at the State Teachers Col-
lege, Fredericksburg, Va.

(Signed).....
Superintendent of Schools

THE HISTORY OF THE
CITY OF NEW YORK
FROM 1609 TO 1898

The history of the city of New York, from its first settlement in 1609 to the present time, is a story of growth and development. It begins with the arrival of the Dutch in 1609, who established a trading post on the island of Manhattan. The city grew slowly at first, but its strategic location on the Hudson River and its access to the sea made it a center of commerce. In 1624, the Dutch established a permanent settlement, and the city began to take shape. Over the years, the city expanded its territory, and its population grew steadily. The city was a center of trade and commerce, and it played a major role in the development of the United States. The city's history is a story of resilience and achievement, and it is a testament to the spirit of the American people.



